

Instructor Name: John Ludwick

Course Information:

Meeting Time: TBD

Room: AJ267

Canvas: TBD

Email: jbludwick@bsu.edu

Office Hours: By appt., before / after class

Zoom Personal Room Address:

COURSE INFORMATION

Course Description: Advanced independent exploration of topics in photography, animation, video, or intermedia art. Prerequisite: sponsorship by a faculty member and permission of the director of the school. A total of 6 credits may be earned, but no more than 3 in any one semester or term. Open only to art majors.

Course Overview: This course is based on the design of a student project developed by the student and the faculty mentor in charge of the course. The project allows the student to take a specialty within the Animation program and concentrate on it exclusively. The project is divided into goals, spread over sixteen (16) weeks, each goal progressing the student project to completion.

Course Objectives: The goal of this course is to enable the fulfillment of a student's project design within the sixteen (16) weeks of this course, and extend their knowledge of a specialty area within Animation. Specialty area for this course: Comic Art

Course Outcomes Upon successful completion of this course, the student should complete these milestones:

Assignment/Exam	Points/Percent	Due Date
Comic Book, 8 pages (3 thumbnails/page)	40 pts/page = 320	First 8 pages due Midterm
Comic Book, 16 pages (3 thumbnails/page)	40 pts/page = 640	16 more pages due End of Term
Comic Cover (10 thumbnails, choose best 2)	40	1 cover painting due End of Term
Professionalism	40	Compiled at End of Term
Total	1040	

Course Prerequisites: ART 316

Course Modality / Structure: This class will combine meetings, studio work time, student/mentor discussion, student/mentor collaboration, and critique. There will be a Course Calendar located on the

Canvas course site, which includes all weekly tasks, assignments, and due dates. This calendar will be updated as the semester progresses.

Course Time Commitment: It is expected that students will spend approximately 1 hour of study time for every one hour in class. Since this is a 3 credit studio, you should expect to study an average of 6 hours outside of class each week.

COURSE MATERIALS AND FEES

The materials for this Independent Study are as followed:

Material Needed	Quantity/Specs
Notes	notepad, phone, computer
Research	As Assigned

COURSE FEES: none.

COURSE ASSIGNMENTS AND ASSESSMENTS

Guidelines for Grading: Failure to complete any of the requirements, assignments, or labs could result in a failing grade. An assigned grade is final *one week* after it is posted. During this time, you may solicit the instructor to completely re-create the assignment for a higher grade. If you do not intend on re-creating the assignment, do not request a change in your grade.

The Value of Your Work: As an artist/designer/creative, you determine the worth of your work and cultivate respect for the work you create - its execution, craftsmanship, and maintenance because it reflects on you. Maintaining a portfolio is an important aspect of your development and education.

Critique: Critiques are important to your growth as a student artist and someday as a professional artist. Update your work daily, and be ready to present at any time.

You receive a critique if you are present for class, and have completed the work expected per this syllabus.

Grading Scale, Based on Industry Standards:

A = You excelled, were self-driven, and added techniques not taught by instructor

B = Performed the work requested with acceptable results

C = Performed the minimally acceptable work and attended all class sessions

D = Unacceptable work but attended all class sessions and completed all homework

F = Unacceptable work, unacceptable homework and unacceptable attendance

PROJECTS are graded on these parameters:

Criteria	Effective	Somewhat Effective	Not Effective
Image	3	2	1
Word	3	2	1
Flow	4	2	1
Total	10	6	3
% of Notes completed (% x Total points)			

% of Notes Completed: Learning to follow-through on Notes is important to your career as an illustrator - including ones you give yourself. They are To-Do lists issued to refine your work to a vision. If your final work addresses 3 of 10 Notes given by your instructor, your maximum grade is 30% of the total.

Professionalism: Problem-solving under pressure is essential to a professional environment. You earn points by practicing these skills: following through on a promise, setting your emotions aside to solve a problem, creating a project that utilizes the class content at its best, treating another person with respect. You lose points by failing to practice these skills: Working on homework from another course during this class, arriving late or not showing up, browsing Facebook or your phone, insulting teammates, stirring gossip on Discord, and so on. This score doesn't stop at zero, it eats into your Final Grade. See also: **Classroom Policies**, below.

Making Back-ups: You are responsible for your digital work. Never rely on the local computer HD or Desktop in the art labs or the Art Lab Share Server for any overnight storage or long term storage. The Art Lab Share Server will be wiped every Sunday afternoon. The local HD and Desktop on each computer will be wiped clean on a daily basis. The Workspace drives on the computers will not be touched until the end of the semester over the breaks for cleanup. **The loss of class work due to the lack of backup is not a viable excuse.** Hard drives corrupt or break - expect it and plan for it. Always backup everything and do not leave all your files in one location (one location = one CPU).

Assignment Submission Policy: All assignments must be submitted digitally in the format requested, before the deadline requested, in the assignment description. You will submit most of your material on Canvas, but pay attention in case you're asked to submit elsewhere. **Naming Conventions:**

Beane_Andy_FinalRig.mb

Baxter_James_FirstDraftAnimation.mov

Andrews_Mark_FinalStoryboard.pdf

Violet_Diana_Gauntlets_revised1.fbx

Deliverables: PDFs

LastName_firstInitial_projectName.pdf		
Points Retained	Parameter	Format
2	size	1 full image per page
2	codec	PDF

Portfolios: Everything you create could potentially be your next portfolio piece, or lead to one. Perform your assignments with that attitude, and you have the right spirit for participating in this class.

Sketchbook: Bring your sketchbook to every class session. You will use your sketchbook in a variety of ways: as a notebook, a journal, a creative test laboratory for your sketches. Label pages clearly so work for this course can be evaluated in proper context, and don't mix other course work with it.

Assignment Submission Policy: All assignments must be submitted digitally in the format requested, before the deadline requested, in the assignment description. You will submit most of your material on the Astar server, but pay attention in case you're asked to submit elsewhere.

COURSE CALENDAR	
Due Dates/Critiques in Bold Assignments in Italics	
Week	MONDAY
Week 1	Jan 5 – Start Page 1
Week 2 REVIEW 1	Jan 12 – Progress Check: Complete Page 1, Start Page 2
Week 3	Jan 19 – <i>Martin Luther King Day</i> Complete Page 2, Start Page 3
Week 4 REVIEW 2	Jan 26 – Progress Check: Complete Page 3, Start Page 4
Week 5	Feb 2 - Complete Page 4, Start Page 5
Week 6 REVIEW 3	Feb 9 – Progress Check: Complete Page 5, Start Page 6
Week 7	Feb 16 - Complete Page 6, Start Page 7
Week 8 REVIEW 4	Feb 23 – Progress Check: Complete Page 7, Start Page 8
Week 9	Mar 2 – SPRING BREAK Complete Page 8, Start Page 9-10 10 thumbnails of Cover
Week 10 REVIEW 5	Mar 9 – Progress Check: Complete Pages 9-10, Start Pages 11-12 Review covers, edit down to best 2. Student chooses 1
Week 11	Mar 16 – Complete Pages 11-12, Start Pages 13-14 Pencil Sketch of Final Cover

Week 12 REVIEW 6	Mar 23 – Progress Check: Complete Pages 13-14, Start Pages 15-16 Review Pencil Sketch of Final Cover
Week 13	Mar 30 - Complete Pages 15-16, Start Pages 17-18 <i>Paint Final Cover</i>
Week 14 REVIEW 7	Apr 6– Progress Check: Complete Pages 17-18, Start Pages 19-20 <i>Review Final Cover Painting in Progress</i>
Week 15	Apr 20 - Complete Pages 19-20, Start Pages 21-22 <i>Paint Final Cover</i>
Week 16 REVIEW 8	Apr 27 - Progress Check: Complete 21-22, Start Pages 23-24 <i>Completed Final Cover</i>

COURSE STATEMENTS AND POLICIES

Attendance Policy: For an independent study, there is not a class meeting time per say. There is an agreement that all the assignments designed for this course will be followed through and completed. Missing deadlines, missing work submissions, disappearing for any amount of time could lead to failing the course.

Participation Policy: Failing to upload an assignment, attend a class session, or contact the professor via message for a period of one week, will result in the accumulation of one absence. Just as above, 6 absences means failure of the course. It is recommended that you log into your course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class. Complete all assignments and other activities by the stated due dates. Be present physically, mentally, emotionally and contribute a positive atmosphere to everyone’s learning environment.

Feedback Policy:

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday).
- I will read every discussion post but I will not always personally comment on posts.
- I will grade your quizzes, assignments, and discussions within 2 weeks of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy:

- All assignments are due the beginning of class on the due dates indicated.
- Late Assignments won't be accepted. Emailed attachments will be ignored. Once you've missed a deadline, your grade is entered and not covered by any other grading policies.
- Canvas will not accept assignments past the start of Exam day.
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Ball State University Grading Scale:

A = 4.000	B = 3.000	D+ = 1.333	F = 0.000
A- = 3.667	B- = 2.667	D = 1.000	

B+ = 3.333	C+ = 2.333	D- = .667	
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COVID-19 Policies

If you are not feeling well, do not come to class! It is our collective responsibility to protect one another. Stay in communication with me so that we can make a plan to help you stay on track. Please review the Ball State University policies for COVID. It is the responsibility of the student to be up-to-date and adhere to these requirements:

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus/plans-resources/return-to-campus-plan-for-students>

Information if you are symptomatic or a close contact about quarantine and isolation:

https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus/plans-resources/quarantine-isolation-faq#accordion_scenario1

Classroom Cleaning

Wearing a mask and cleaning your hands are still the best behaviors to slow the spread of COVID-19. All instructional spaces will be provided with sanitizer/cleaner. You will be expected to clean surfaces before class begins and after class ends. You are entirely responsible for cleaning up after yourself. In the classroom you must clean up all workspaces and dispose of any scraps/debris you may have produced while working. If you are leaving any materials or works-in-progress in the classroom, they must be clearly labeled and stored out of the way of the other students who share the room. It is true that one person's trash is another person's treasure, but the converse is double true in an art school. If you don't want to lose your work, make sure you keep track of it.

Eating and Drinking in Classrooms

There will be no eating or drinking in the classroom or studio spaces

Grading Policy

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information concerning grade appeals, [consult the Ball State website](#).

A Note on Pronouns

We all have pronouns that we expect people to use when they refer to us; he/him, she/her, they/them, or something else. Many people never have to think about their pronouns, but some of us would be uncomfortable if someone referred to us using pronouns that feel wrong to us. For that reason, it is important to identify your pronouns to your professor and to your classmates, and be willing to help them use the correct pronouns when referring to others, including your classmates, professor, and any artists or designers we discuss throughout the semester. Be ready to extend grace and patience to everyone else as they learn, just as we extend grace to you as you learn the class concepts.

UNIVERSITY POLICIES

Diversity Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability](#)

Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Ball State Academic Ethics Policy: Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the complete [Student Academic Ethics Policy](#).

Plagiarism Policy: Plagiarism is not acceptable, unless otherwise indicated for all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

Potential Violations

Examples of academic integrity violations include but are not limited to:

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Use or possession of a file created by someone else.
- Reusing work from another semester, course, or section.
- Fraudulent submission of work.
- Using unauthorized materials during Exams.
- Impersonating someone else or having them impersonate you.
- Making fraudulent or dishonest statements regarding your work.
- Soliciting others to complete work for you.
- Posting course files and resources on study or content sharing websites.

[The Plagiarism Tutorial from UNC Libraries](#) provides you with a great foundation in Academic Integrity.

Plagiarism Detection

The campus subscribes to SimCheck, a plagiarism prevention service, through Canvas. You may need to submit written assignments to SimCheck. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

CANVAS AND STUDENT PRIVACY

Canvas Accessibility: Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording: In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

NACE COMPETENCIES

The National Association of Colleges and Employers (NACE) has identified the following competencies, which are incorporated into this course:

Competency	Description	In this Course
Career & Self-Development	<i>Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within one's organization.</i>	As you clarify the vision for your future self, we discuss where you are now (critique) to where you want to be. That includes your professional practice, your habits, your soft skills.
Communication	<i>Clearly and effectively exchange information, ideas, facts and perspectives with persons inside and outside of an organization.</i>	We discern the discussion points between artists, writers, producers, and audience as it concerns each class project.
Critical Thinking	<i>Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.</i>	As we move from a single panel comic to 4-page comic story, your options become more complicated and rely on your critical thinking.
Equity & Inclusion	<i>Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.</i>	In your pursuits at the School of Art, you will associate with a diverse student body. Treat each person with respect and equality.
Leadership	<i>Recognize and capitalize on personal and team strengths to achieve organizational goals.</i>	
Professionalism	<i>Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.</i>	Professionalism is described above, and occupies its own grade category.
Teamwork	<i>Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.</i>	
Technology	<i>Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.</i>	Comics in this class are created digitally, in software, on computers. We endeavor to understand all the ways this positively affects our approach.

SUPPORT SERVICES

The Writing Center: You are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to <http://www.bsu.edu/writingcenter>. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Learning Center: offers free tutoring for many courses. We also provide writing and study skills tutoring. Students can make appointments for virtual (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit my.bsu.edu and click on "Navigate" in the Additional Tools section, or just go directly to <https://bsu.navigate.eab.com>. You can also download the Navigate Student app. The Learning Center also has drop-in tutoring (no appointment necessary) for math, chemistry, and biology. Check our website for more information. Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

For more information about all of our programming visit www.bsu.edu/learningcenter or call 765-285-1006. Email us at learncenter@bsu.edu. Follow us on Instagram and X: BallStateLC

The Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State now also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

Cardinal Kitchen: Cardinal Kitchen is Ball State's campus food pantry. The pantry is open to all Ball State students Tuesday nights from 5:00 to 8:00 p.m. throughout the year. It is located in Room L26 of the Student Center and you can contact them by phone: (765) 285-2621 or email: cardkitch@bsu.edu

Financial Wellness: provides free and confidential financial education services to all students. Our mission is to help you take control of your finances and achieve your financial goals. We are located in Lucina Hall, Room B32, and can be reached at 765-285-3939 or via email at financialwellness@bsu.edu. Our services include personalized financial coaching, workshops, and resources on topics such as budgeting, debt management, financial aid literacy, credit building, and planning for your future. We also provide tools to help you tackle your eBill, navigate student loans, and make informed financial decisions. Whether you're looking to create a budget, reduce financial stress, or set a path toward financial freedom, our team is here to support you. To learn more or schedule an appointment, please click our link here [Financial Wellness Appointment Link](#) or reach out directly.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances.

CLASSROOM POLICIES AND GUIDES

(covered by the Professionalism grade):

- Please log out of computer when done working. The lab will be updated remotely and this is the easiest way for the tech to know that the computer can be updated.
- Break times are scheduled by the instructor at appropriate intervals.
- No food allowed in class or lab at any time.
- Edible items brought to class or lab must be thrown out.
- No private software is to be brought to lab or loaded onto school computers.
- No software games are allowed in lab (unless in course curriculum).
- Headphones are required if listening to music during lab. No headphones are allowed in lecture.
- **There will be no movie watching, instant messaging, texting, electronic social networking of any kind, or internet browsing during class hours unless it is class-related.**
- Any student who has special needs that may affect his or her performance in this class is asked to identify his/her needs to the instructor in private by the end of the first day of class. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.
- “ABSOLUTELY NO WORK WILL BE ACCEPTED AFTER THE FINAL CLASS.”

COMMON COLLEGE CLASS ETIQUETTE

You're an adult; act like one. You may not feel like a responsible person yet, but your professors will assume that you are (and should be able to). So act accordingly.

Attend Class. Skipping class once or twice a semester is okay, but don't let it become a habit. Life happens. In some cases (the flu), it's actually much better to stay home and stop an epidemic at the source: you. In the midst of late night partying and playing Fortnite with your bros, however, skipping class can become a nasty habit. Yes, it's disrespectful to the professor, but you're really hurting yourself and your wallet. Don't waste thousands of dollars on your education so you can sit in your dorm and play video games. Better yet, don't waste moments in your life that can't be replaced. Now, before you say, "I don't waste moments – that's WHY I play video games!", remember: You're in school, you signed up for this, and you're only short-changing yourself and your future.

Arrive on time. When you arrive late to class, it creates a big distraction for the professor and your classmates. Practice the art of punctuality by arriving a few minutes early.

Come to class prepared. Coming to a lecture prepared is a matter of showing respect, and it helps you get the most out of class. The professor has spent a lot of time preparing to teach, so reciprocate by coming prepared to learn. Do the reading and have your assignments finished before class. Take notes!

Be Present and Engaged. Walk into class with your body and your mind. “My parents made me come” “I know all this already” “I hate this time slot” “this class is interfering with my freelance” “that’s not my style”. All these statements tell the professor you’re a poor time investment, and it’d be better to move to the next student. If school is in your way, quit. Succeed in the real world. If you’re too scared to quit school, then you belong here.

Don’t work on other classwork during class. If you’re in 3D Animation class, don’t work on 2D animation. If you’re in 2D Animation class, don’t work on 3D animation. In effect, it shows you don’t manage your time effectively, don’t know how to stay in the present moment, and don’t respect the professor teaching the course.

Check your email. Students neglecting email has become a big problem. Your professor will likely communicate class changes or cancellations via email. So be sure to check it regularly.

Turn off the smartphone. By texting, tweeting, and engaging in all other forms of smartphone fondling, you’re telling the professor that the class material is not as important as how many likes your Facebook pic of breakfast is (“Check it! IHOP has a pancake with a smiley face on it!”). You’re not fooling the professor whenever you hold your phone in your lap and under the desk. Staring at your crotch and smiling isn’t normal behavior. If you need to have your phone on for an emergency (wife’s giving birth, parent’s on deathbed), let the professor know in advance and set your phone to vibrate. Leave the classroom before taking the call.

Don’t surf the internet during class. First, by not paying attention to the professor, you’re showing them disrespect. Second, surfing the web during class can distract your classmates sitting in view of your screen. It’s hard to pay attention to a lecture about UV Mapping when the guy in front of you is scrolling through enticing headlines on Facebook (“11 Thoughts We’ve All Had During Freshman Year Of College!”).

Try hard not to fall asleep. No professor wants to look out and see rows of comatose students. Honestly, when it’s right after lunch and the classroom is warm, it can feel like someone shot you in the neck with a tranquilizer dart; keeping your eyelids open can seem nigh impossible. Just do your best.

Take part in the discussion. Many of your classes rely heavily on discussion. In fact, a part of your grade may depend on your “classroom participation.” Besides helping your grade, taking part in classroom discussion is just good learning, a daily test of your knowledge. And it’s good manners. Don’t be afraid to disagree with the professor. They are not angels or demons. Besides, *well-considered* (not ill-considered) dissent in the classroom makes learning interesting and engaging.

Don’t dominate the discussion. While you should take part in classroom discussion, don’t dominate it. First, you’re denying your classmates an opportunity to participate. Second, by raising your hand and offering a soliloquy after every question your professor asks, you’ll come off as “gunner,” “know-it-all,” or “teacher’s pet” (or all of the above). No one likes that guy.

The same goes with asking questions. You certainly shouldn’t be afraid to speak up if you don’t understand something, but don’t constantly raise your hand with question after question. Your professor has a schedule of topics to hit during the lecture. By asking an inordinate amount of questions, you’re throwing a wrench in that plan. Also, excessive question asking can get on the nerves of your fellow classmates. If you have a lot of questions, respect your professor’s and classmates’ time by taking them up with your prof after class or during his office hours.

Respect your professor’s time. Professors will often linger after class a bit for students to ask questions. If you have a question, feel free to approach your professor, but don’t monopolize their time.

This isn't the place to ask them about their complete thoughts on Plato's dialogues. They likely have other things they need to be doing, and there might be other students who'd like to talk to them as well. If you feel like you need to continue the conversation, visit them during office hours.

When you do visit your professor during office hours, respect their time by coming prepared with specific questions. Don't just show up and say, "I was just thinking..." thus forcing the professor to spend 30 minutes figuring out exactly what you need help with. Be sure to respect your time slot. If you have a 30-minute window, don't ask another complex question 29 minutes in.

Don't get upset if your professor doesn't answer your emails right away. You're not the only student who has questions and they have a life outside of class. Answering your desperate 11PM email plea will deprive them of time to sit by the fire smoking a cigar, reading a giant book, gently brushing his tweed jacket, and stroking his goatee. That's what professors do at night, right?

Don't put your stuff away until class is actually over. No matter how long your class is scheduled for – whether 60 or 90 minutes – that's how long your class is. Not 55 minutes. Not 85 minutes. Don't start packing away your stuff five minutes before class. This has become a plague in classrooms today. It's a distraction to your classmates and rude to your professor. Wait until the professor says "see you tomorrow", "class dismissed", "get out", or "I don't wanna see your faces anymore!". If you need to leave early, let the instructor know in advance – that's a common courtesy.

From the Book *Atomic Habits*

The Four Laws of Behavior Change:

1. Cue (Make It Obvious): Make the desired behavior obvious and visible.
2. Craving (Make It Attractive): Associate the behavior with positive emotions or rewards.
3. Response (Make It Easy): Simplify the behavior and reduce friction to make it easier to do.
4. Reward (Make It Satisfying): Provide immediate and satisfying rewards for completing the behavior.

Habit Stacking:

Link a new habit to an existing habit, making it more likely to stick.

Implementation Intention:

Plan when and where you will perform a new habit to increase the likelihood of follow-through.

The Two-Minute Rule:

Start new habits with actions that take just two minutes to complete.

Habit Tracking:

Monitor your habits to increase awareness and accountability.

The Plateau of Latent Potential:

Results often don't show immediately; persistence through this phase is crucial.

The Goldilocks Rule:

Set goals that are challenging but still achievable to maintain motivation and progress.

Identity-Based Habits:

Focus on changing your identity to align with the habits you want to adopt.

Habit Reframing:

Shift from saying "I have to" to "I get to" in order to foster a positive mindset.

The Downside of Good Habits:

Positive habits can lead to complacency, so continuous improvement is important.

Habit Environment:

Modify your surroundings to support desired habits and discourage negative ones.

Social Influence:

Join groups or communities that have habits you want to adopt to increase your chances of success.

The Effects of Habits:

Small improvements accumulate over time and lead to significant long-term changes.