University of Central Florida

ENG 6810
Theories of Texts and Technology

Instructor: B. Janz

Time: Thursdays 6-8:50 pm

Office Phone: 407-823-5408

Course Web Page & Resource Page: Webcourses

Office Hours: See website

Prerequisites: PR: Graduate standing or C.I.

Term: Spring 2023

Room: TCH 351

Credits: 3

Section: 0001

Course Number: 11236

Office: PSY 225

Email: bruce.janz@ucf.edu

This is a core course in the Texts and Technology Ph.D. program. In this course, we will introduce and examine concepts, theories, and questions which form the basis and backbone of the program.

Required Texts:
- Nicholas Gane & David Beer. _New Media: The Key Concepts_ Bloomsbury, 2008. (GB)
- Noah Wardrip-Fruin & Nick Montfort eds. _The New Media Reader_. MIT Press, 2003. (WM)
- Baudrillard, Jean. _Simulacra and Simulation_. University of Michigan Press, 1994. (B)
- Castells, Manuel. _The Rise of the Network Society, 2nd Edition_. Wiley-Blackwell, 2009. (C)
- Online readings (see Webcourses for these)

Requirements

1. **Mandatory Financial Aid quiz**: There is a quiz in Webcourses that all students must do, by order of the university. It is to ascertain who actually begins a course. The university needs to generate this data to report to the federal government. There is no reason for us to have a quiz at this point except to meet this requirement, but I would ask all of you to complete this, by the latest, by Monday January 16, even if you are not on financial aid. The "grade" will not figure in your final grade for the course.

2. **Presentation on a concept or set of concepts** for a given week (due in the week of the relevant topic, 25% of final grade). This course is set up around a series of concepts

that will recur throughout your program. Presentations are your chance to investigate those concepts. There are readings for each week - these are meant as background. Everyone needs to do them, but the presentation is not intended as just a discussion of the readings, but of the concepts. So, you can go outside of the assigned readings (in fact, you are encouraged to). You can use readings from other weeks.

If there are more people in this course than there are weeks for presentation, there will be a couple of weeks when we will have two presenters. In those weeks, we will have two topics, and each presenter will take a different one. We will begin sign-ups on the first night, since in the second week there will already be a presentation.

There is a short set of guidelines for presentations on my courses page (https://faculty.cah.ucf.edu/bbjanz/teaching/how-to-lead-and-participate-in-a-seminar/).

3. **Prospectus for final paper or digital artifact** (due Thursday March 9, 10% of final grade). It will be possible to either do a traditional research paper for the course, or a digital project. In either case, you will need to demonstrate both an understanding of the area, literature and/or previous digital products, and also make a case for some way of thinking about or looking at something. You can choose to develop a concept we have looked at in the course or investigate a new concept relevant to T&T. You could "wireframe" a digital humanities project –the prospectus would give the initial pitch for the project and the final digital artifact would be the full mock-up, proof of concept, or in-depth overview of the process for knowledge production. The important thing is that, whether it is a paper or a digital project, I need to see clear exploration and evaluation of some concept or text relevant to the course.

4. **Background reading report** (or literature review, or annotated bibliography, due Thursday March 9, 5% of final grade) for final paper or digital artifact. Examples will be given in class for this, and there is discussion of this on my courses page (bbjanz.com/courses).

5. **Fantasy committee** (5% of final grade, due April 6) – who would you want to have on your dissertation committee? Construct such a committee and give reasons for each person on it. This will require that you think about the kinds of theory and practice you will are likely to use, and how your committee members will be able to support that.

6. **Bot assignment** (20% of final grade) – One goal in the core courses for T&T is to teach expose students to basic digital skills and tools. In this course, we think about procedural thinking, and to do that you'll be asked to set up and run a Bot. There will be several substeps in this process, including going through a training exercise, assembling content for the bot to post, successfully deploying the bot, and reflecting on what the exercise means in the context of a course on theory in Texts and Technology.

7. **Final paper or digital artifact** (due last day of classes, 35% of final grade) This follows on your prospectus and background reading report/annotated bibliography.

One thing to note about the requirements: For a Ph.D. seminar, I don't think it's appropriate to have grades for things like attendance, punctuality or participation. At this level, this should be a given. If I think there's a problem, though, with someone's attendance, I will reserve the right to lower the overall course grade, as a last resort. I will not do that without previously speaking with the person and trying what I can to encourage constructive engagement with the course.

Grade Distribution: I will record the assignment grades based on the percentage of the course grade during the term. The letter grade will be calculated only at the end of the course, based on full course grade. The distribution will be as follows:

A: 93-100	B: 83-86	C: 73-76	D: 63-66
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62
B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59

Schedule: Introduction to Texts and Technologies

There will be readings from the reading package and the website for each week (apart from presentation weeks). The reading schedule and more details on the weeks' topics are available online. **This includes only readings from the assigned texts – other necessary readings are listed on the course website.**

	Date	Topic/Concepts	Issues of Method	Reading
1	Jan. 12	Course Intro: Theories, Methods, Concepts, Questions	Course Intro	• WM Perspectives on New Media • GB 1
2	Jan. 19	Humanities, Disciplinarity, Interdisciplinarity	What kinds of knowledge do the humanities produce? Does the digital change this?	
3	Jan. 26	Subjectivity & Self in the Digital Age	Who is the subject of research and who is the researcher in the digital humanities?	• WM 35, 43, 44
4	Feb. 2	Technology: Philosophy of Tech	(How) Is the digital different earlier modes of technology?	• WM 1-5, 20, 36, 37 • WM CD
5	Feb. 9	Text: Classical Textuality, Hermeneutics, Narrative, Rhetoric	Pre-Research: How do we produce a new text in the humanities?	• WM 12, 38, 42 • WM CD

6	Feb. 16	Orality, Literacy, Electracy	What does dialogue look like? What is digital competency?	• WM 47-50, 52
7	Feb. 23	Media: Transmediality, Remediation, Media History	How do digital tools move from being records of research to engines of research?	• WM 13, 18, 19, 21, 32, 45, 54
8	Mar. 2	Space, Place, Time, Event	How is research performed in space and time? How are new possibilities for knowledge created?	• WM 31
9	Mar. 9	Network: Network Theory, ANT	Interdisciplinarity, crowdsourcing, public engagement, collaboration.	• C • GB 2 • WM 11, 27, 46, 53
10	Mar. 23	Information, Knowledge	What constitutes research in the humanities? What kind of knowledge do the humanities produce? What does a question look like?	• GB 3 • WM 40, 51
11	Mar. 30	Interface, Cognition	The sites of human experience. Shared cognition, extended mind.	• GB 4 • WM 8, 9, 16, 23, 28, 29, 33
12	Apr. 6	Archive, Memory	Production and dissemination of humanities knowledge. How do we deal with the past when the digital tends to look forward?	• GB 5 • WM 30
13	Apr. 13	Interactivity, Engagement, Affordance	Creating human experience.	• GB 6 • WM 24, 25, 26, 34, 39, 41
14	Apr. 20	Simulation, Poiesis; Course Conclusion	How do models work in the humanities?	• B • GB 7, 8 • WM 6, 7, 10, 14, 15, 22

The Fine (but Important) Print, Spring 2023 Edition

This document is considered part of all syllabi in all my classes. This document was originally set up for face to face courses. Some of what is here is relevant to a web course, and some is not, but you should read it all. See the end of this Fine Print document for information regarding COVID-19 protocols. For more university policies and syllabus statements that might not be included in this document, go to https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/.

HOUSE BILL 7 (HB7) – SUSPENDED BY COURT ORDER FOR NOW

There is a bill in the state of Florida that was passed in 2022 called the "Individual Freedom" bill, colloquially known as the "Stop Woke Act". It applies to all classes in public higher education. The bill can be found here. UCF has posted commentary and direction on the bill as well. I would encourage you to read both the bill and the commentary, which comes with a FAQ section. This is the recommended syllabus statement, and it applies to all my courses, including this one:

> Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

STANDARDS FOR PAPERS

For W course students: Obviously, your work will be turned in electronically. Please pay attention to formatting issues, though.

I expect papers and take-home exams to be typewritten, in essay form (that is, not point form). They should be in 12 point Times New Roman font, with one inch margins, and double-spaced. Pages must be numbered, and the paper should be single-sided (that is, do not use both sides of the sheet of paper when printing). There should be a title page which includes the title of the paper, the name of the author, the date, the course, and the name of the professor. DO NOT put the paper in a folder, binder or plastic sleeve. I will be taking grammar, spelling, and structure into account - good ideas cannot be communicated with poor form. If the grammar or structure in a paper is severely flawed, I reserve the right to give a paper back to the student for revision without a grade (or with a reduction in grade), or fail the paper. As for citation style, I will be using the MLA format. For citing electronic sources in MLA, go here. I am open to other recognized formats (e.g., Chicago, Turabian), but whatever format you use must be used consistently. Note that the library has obtained a site license for a number of good citation programs, such as Endnote and ProCite, which can aid in proper citation form. See the library's home page for these. For information on documentation styles, look under "Citation Styles" at https://uwc.cah.ucf.edu/find-resources/.

ELECTRONIC SUBMISSION OF PAPERS

For W course students: What follows in this section will not be entirely relevant, since you will be submitting your papers through Webcourses. However, please pay attention to things like formatting details, below.

Some professors do not allow electronic submissions; I, on the other hand, generally prefer it for most assignments. **If your assignment is listed in webcourses for your course (and it almost always will be), you should upload the paper there.** If there is not, it should be sent to bruce.janz@ucf.edu as an attachment. For fully online courses, submit papers in Webcourses, in the relevant assignment link. The paper must appear identical to how it would look if you were to hand it in as a physical document (in other words, with a title page at the beginning and reference list at the end), as a single file. You will receive typed comments on the paper, and it will be returned electronically in the same format as it was sent. DO NOT include .exe or .scr files or anything that might contain a virus, and please scan your document with a virus program before you send it. **For non-online courses, send the paper from your Knightsmail account, and please identify yourself and the course in the subject line of the message (e.g., "<Your Name>, <Paper title> for <course name and number>").** I will likely rename the paper in the following format: "lastname, firstinitial - short paper name". Please make sure as well that I can reach you at the email address that you use to send the paper, in case the file does not open. NOTE: You will receive a return email from me when you send your paper in. If you do not receive an email, please assume that the paper was not received, and try contacting me again. **If you do not receive confirmation, the paper may not have arrived, and so you will not receive a grade for it.** The only proof that I received a paper is an email response from me. Claiming later that you sent it is not good enough, because I don't know whether you really did or not.

- **Why should I submit my paper electronically?** You will likely receive more extensive comments, as I can type faster than I can write. You may receive the paper back faster, as I often return electronic papers before class. Drawback: I cannot record a grade on a paper sent by email (see below). You will still have to find out your grade in class, or through Webcourses.
- **Is electronic submission acceptable for all assignments?** Almost all, but in some cases it may not be. In non-W courses, take-home finals, for instance, will likely need a hard copy to be submitted (although electronic submissions may be acceptable in addition to the hard copy). Generally I will say if it is acceptable - if in doubt, please ask.
- **Which formats are acceptable?** It needs to be in Microsoft Word (any version up to the current, .doc, docx), Adobe Acrobat (.pdf), Rich Text Format (.rtf), WordPerfect (.wpd), or OpenOffice (.opd). It will be read on a Windows PC system, which may cause problems for papers written on Macs. Please make sure that your paper actually opens on a Windows system. I will not download another word processor and install it in order to read your paper. If you send the paper in pdf format (Adobe Acrobat), I will make comments using the comment tag feature.
- **Can I send multiple files with, say, a title page, body of text, notes, bibliography, images?** No, please don't. Please send only one document for an assignment. If you can't get the page number to work (that is, the title page gets numbered), I'd rather have one document with the title page numbered than multiple documents.
- **How do I know that my paper arrived?** I will respond to your email containing your paper once I have determined that the file opens. If you don't receive an email from me within a day or so, check that the paper arrived. Email is notoriously unreliable, and it is possible that something went wrong. If you submit in Webcourses (and remember, this is the best option always, if the relevant assignment is listed there), there is a record of the submission and there should be no problem.
- **Why can't I read the returned paper?** It may be that you use Microsoft Works, instead of Microsoft Word. These programs may not be compatible. The paper should be sent in Microsoft Word, not Works. You may be able to install a document converter - see your program documentation.
- **The file opens but I can't read the comments. What do I do?** If you sent the paper in Microsoft Word, I will use the "Comments" function and the "Track Changes" option. If the program opens, but you don't see any comments, bring up the "Reviewing" toolbar (right-click on your toolbar at the top, and when you see a list of options for toolbars, make sure the "reviewing" toolbar is checked). Look for a tab marked "show", and click it. Underneath you will see several options. Make sure "Comments" and "Insertions and Deletions" at least are marked (the others wouldn't hurt, either). Please use the program that you used originally - comments may not be readable if made in one word processor and read in another.
- **How about papers that are supposed to be uploaded to a wiki?** None of this applies. See below for information on wikis.

- **Where's my grade?** See below on the communication of grades.
- **Can I fax my paper to the department instead?** Sorry, the department has a policy of not accepting faxes of assignments from students.

WRITING HELP

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

UCF University Writing Center
Trevor Colbourn Hall 109; Satellite Locations: Main Library, Rosen Library, Online
407-823-2197, http://uwc.cah.ucf.edu/

ATTENDANCE, ABSENCES FROM CLASS AND FROM EXAMS, AND LATE ARRIVALS

Obviously, for a W course attendance doesn't usually mean the same as it does for a F2F course. However, work should still be done on the course schedule, and some of the issues below will still apply to the W situation. I will, of course, take legitimate medical reasons into account. Please note that in the case of some W courses, there may be a synchronous component. There may be times when the class will need to be online at the same time. In these situations, these requirements should be observed by all students. At the same time, I also recognize that W courses do not have a time assigned when people sign up, and so it is possible that at least some of the time another class could be scheduled when the online synchronous component is scheduled. Please contact me in cases like this.

I expect students to be in every class, on time. Classes are absolutely essential to success in the course. If you cannot be at a class, let me know before-hand. I reserve the right to not accept assignments from students either if attendance has been a problem, or if a paper is seriously late without a legitimate (in my opinion) reason. This includes any paper or graded activity in the course, including the final paper and the final exam. I will only inflict this measure after having given a warning; however, if you simply never come to class, do not expect to get much sympathy at the end of the term when you want to hand in assignments. **PLEASE NOTE: Specific classes may have other attendance requirements. Please see the syllabus.**

Generally, I adhere to the list of university approved reasons for absence. The following is an expansion on some of those points.

- **Job Conflict:** I have very little sympathy for those who tell me that their job got in the way of coming to class on a regular basis. Once or twice – not a big deal, but a regular conflict will not work. If you are unable to attend a class regularly due to a job, please drop the course and take it in a term when you can come. Occasional conflicts are understandable, but regular ones indicate that you should be taking the class in another term. I do understand that many or most of you need to work while going to school, and I have no problem with that - but at the same time, your courses do need to have the attention they deserve, which includes attendance.
- **Other School Activities:** I understand that occasionally other school activities may get in the way of class (e.g., team trips, drama rehearsals, etc.) These should be kept to a minimum - this is a courtesy on my part

to you and to the coach/director, and my patience will run thin if it becomes a regular occurrence. As with jobs, if you anticipate a regular absence from the course, please drop the course and take it in a future term, when you do not have a conflict.

- **Illness**: Absences due to illness will require some evidence, such as a doctor's note.
- **Late Arrivals to Class:** Arriving late disrupts the class. Please arrive on time. If you can only make it to class very late (like, halfway through or more), please don't come in at all.
- **Absence from Exams/Make-up Exams:** The university list of approved reasons for absence applies here. I discourage make-up or rescheduled exams, as they tend not to be fair to the whole class, but I recognize that there are circumstances that are unavoidable. It is important to talk to me beforehand. I will not change final exam dates simply to accommodate travel schedules or job requirements. I am especially unsympathetic if someone buys a plane ticket first, and comes to me later saying that I have to change an exam date to accommodate it. If there are other reasons that you think might be legitimate, please see me. Remember, I have to ensure fairness for the entire class, and I also have to ensure that questions do not leak out to the rest of the class prior to the scheduled exam. The final exam date is known from the first day of the course - please choose your courses with that knowledge from the beginning.
- **Chronic Absence:** There may come a time that, even with the best of reasons, a student may have too many absences to be able to finish the course. If you miss a month of the course due to illness or some other reason, you should consider withdrawing from it. It is possible, with the permission of the instructor and the college, to have a late withdrawal, in extreme circumstances such as illness or a death in the family. Do not be surprised if I ask you to withdraw if you have missed a large number of classes. It is better than failing a course, which will almost certainly occur for someone who has not been part of the classroom work. Assessment on exams and papers heavily privileges those who have been in class regularly and done the reading.

There is another reason to be in class on time. I consider the syllabus, the class, and this "Fine Print" document to be the official record for the course. If I announce something in class, I assume that everyone has heard it. If the class location changes for a given day, for instance, I may only announce that in class. If you miss a class, it is up to you to find out what is happening. I will not repeat instructions that were given in the official class time, nor will I deliver lectures over again if a person missed the class or was late. If you miss the day when we discuss an upcoming exam, it is up to you to find out what happened from someone in the class.

If you are in an online (W) course, please realize that I can see how much time you've spent on the course. This is the rough equivalent of attendance. It may not receive a grade, but if we reach the end of the term and you think that your grade is not what you want, but I can see that you've only spent 7 hours in the course for the entire term (yes, that happens), I will likely not be too sympathetic. Remember, if this were a F2F course, you would be in class 15x3=45 hours, plus the hours spent outside of class doing the readings, doing assignments, etc. Online courses are not meant to be easier, they are meant to be more convenient, and if I can see that you haven't been taking that seriously, I will not likely be too sympathetic to your pleas about a low grade.

The bottom line is this: I am happy and willing to work with you if you show the respect of coming to class on time and participating. If, however, you don't bother to come, you haven't pulled your weight, and I see no reason to make up for your lack of commitment to the class. So, take it seriously.

On absence for religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

CLASSROOM BEHAVIOR, VIOLENCE AND HARASSMENT

I expect basic respect between everyone in class. That means that you should all address people the way they want to be addressed (e.g., if they have preferred pronouns, we will use them, if they have a preferred name or variation

on their name, we will use that). I will strive to give everyone equal opportunity to speak and be heard in class, recognizing that speaking is harder or riskier for some than for others. I assume that everyone in class has academic freedom, which means that ideas and positions, even unpopular ones, can be expressed. What comes with that, though, is respect and empathy for others.

One aspect of respect is that we will not discuss or debate someone's or some group's full membership in our discussions. There will be no tolerance, for instance, for positions that assume that some racial, ethnic, gendered, sexual orientation, ability, disability or other group is inferior, and then make them disprove that assumption before the rest of us take them seriously. We will not pathologize someone, that is, assume that they have some mental illness which renders them incapable of properly using reason, just because they hold some idea. And, we will not assume that an idea that someone expresses is something they actually believe. We can try things out and try them on here, even if we just want to see where they go. At the same time, we can tell the difference between trying something out and trolling, that is, insincere argumentation. A devil's advocate stance will only take you so far in this class, and I have little sympathy for concern trolling, whataboutism, and the rejection of other peoples' lived experience and that of those they know.

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

There are no doubt other situations that haven't been mentioned here. If you have concerns about issues of respect in class, please speak with me about it.

CONTROVERSIAL CONTENT

Many of my courses deal with issues in contemporary culture. Occasionally, there may be controversial concepts, images, opinions, or documents that we will consider. If you feel uncomfortable with this, please let me know and we can try to make accommodations, but everyone should be aware that the nature of the humanities, philosophy, and religious studies is to consider a wide range of ideas and images, some of which will be offensive to some people. The goal is not to endorse these ideas, but to understand and analyze them. I do not give specific trigger warnings - I want a classroom that is sensitive to the histories and current situation of individuals and the groups they belong to, but I also want a free exchange of ideas and the ability to explore difficult things. Academic freedom extends to everyone in the class, but so does academic responsibility and compassion.

FLEXIBILITY, LATE PAPERS AND MAKE-UP ASSIGNMENTS/EXTRA CREDIT

There is a balance between flexibility and accountability that is not easy to find. I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physical, mental, emotional, financial, academic, and professional. For that reason, I will work with all of you to accommodate any challenges you may be encountering and to provide the tools and support necessary for you to succeed. I will also understand the necessity of prioritizing other aspects of your life and will work with you to make the best decisions regarding your success in this course. However, this does not mean that I will not hold you accountable, especially in terms of class attendance, participation, and contributions. Therefore, I ask that you inform me in writing (email or Canvas) of any class absences, missed or late assignments, or days where you will be attending the class but won't be able to make meaningful contributions (by having your cameras and microphones on and participating in our class activities, if this is an online course).

On late papers in general: The due dates are firm. **There will be penalties for late papers.** If there is a legitimate reason for a paper being late, I am willing to consider it and waive the late penalty. **Unacceptable** reasons include:

- "I had too much work" (you could have started earlier)
- "My computer deleted my file" (make back-ups)
- "I couldn't think of a topic" (come & see me early)
- "I just procrastinated - it's a problem for me" (if you know this is a problem, plan ahead to deal with it)

This, of course, does not exhaust the list of reasons that will not succeed. Plan ahead and save yourself problems. Having said that, I recognize that there will sometimes be factors beyond a person's control. I will deal with these cases on an individual basis. Giving an extension in one case in no way obligates me to do it in others. The most successful appeal will a) have an argument for why an extension is justified, and b) tell me how the assignment will be made better by the extension.

I will be especially unwilling to help anyone who has just not come to class for a substantial amount of time, and then wants to catch up by doing papers later. If you cannot come to class and participate, please drop the course and take it again in a term when you can give it your attention.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf.

DIGITAL TOOLS

In a number of my courses, we will be using a variety of digital tools to augment and enhance the course. These could include wikis, blogs, film or digital content sites, or some other tool. Some of these may require you to set up a login. This is part of the course. While the use of these tools will assume that you have a functioning computer with basic software on it, in some cases more sophisticated software might be required. I will try to let you know which tools we are using at the beginning of the course, so that you can prepare yourself. If the software needs to be purchased, this will be included in the list of required textbooks. Some of the software might already be licensed for your use by UCF, and if so it is most likely on UCF Apps https://it.ucf.edu/ucf-apps/

COMMUNICATION OF GRADES

Grade reporting to students will happen through Webcourses, in all course modalities. The university follows the national FERPA (Family Educational Rights and Privacy Act) code, which does not allow the communication of grades to a student by email. This also means that a grade cannot be placed on a paper emailed to me, otherwise embedded in a document, or posted on my office door. This is a confidentiality issue. Please do not ask me for your grade by email outside of Webcourses - by law I cannot send it. Within Webcourses - no problem, of course.

GENERAL COMMUNICATION WITH STUDENTS

For W courses - contact me through Webcourses. The comments below on the speed of my response still hold, though - you will need to give me time to respond.

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See https://extranet.cst.ucf.edu/KMailSelfSvc/FAQ/ for further information.

I will not expect you to answer an email from me on a weekend or holiday, and you shouldn't expect that from me either. Generally, you can expect a response within two school days.

INCOMPLETES

I will only give an incomplete in very rare and unique circumstances. Simply not having time to finish work during the term is not a sufficient reason. Even medical reasons may not be enough - medical withdrawal from the course is a preferable option in many cases (if medical withdrawal is to be taken, it needs to be taken from all courses in a given term). So, please do not take on too much in a term, thinking that it will be easy to get an incomplete and then finish the work later. Incompletes will require documented evidence from the student. Please note as well: Incomplete grade automatically revert to F's one year from the end of the course in question.

ACADEMIC INTEGRITY

Students should familiarize themselves with UCF's Rules of Conduct at https://scai.sdes.ucf.edu/student-rules-of-conduct/. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. **Falsifying or misrepresenting the student's own academic work**.
5. **Plagiarism**: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. **Helping another violate academic behavior standards**.
8. **Soliciting assistance with academic coursework and/or degree requirements**.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule https://goldenrule.sdes.ucf.edu/. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

The university writing center has many useful handouts on writing, including handouts on properly handling citations. If you have any question about how to properly complete an assignment, please see me. On occasion I may submit student papers (or ask students to submit them) to a website that checks for plagiarism. Papers submitted to that site become part of their database. Submitting a paper in this course gives consent for your paper to be added to their database.

If you make it this far in reading this fine print, congratulations! Please send me a picture of your favorite African animal (and identify which class you're in also) at bruce.janz@ucf.edu.

ARTIFICIAL INTELLIGENCE (CHATGPT) AND COURSE CONDUCT

I have produced a video on this, here https://www.youtube.com/watch?v=Su84o-1AJIA Basically, I support the use of AIs in education if they are used to scaffold the student's own learning process. They are not a substitute for the student's work, and their use can be detected if the intention is to substitute for the student's own work. Please use them responsibly.

COURSE ACCESSIBILITY

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

FINANCIAL AID REPORTING

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: MODULE 1 QUIZ. Failure to do so may result in a delay in the disbursement of your financial aid.

CAMPUS SAFEY STATEMENT FOR STUDENTS IN ONLINE-ONLY COURSES

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

DROP & WITHDRAWAL

It is the student's responsibility to drop or withdraw from the course if there is an unavoidable conflict or if the need should arise for another reason. Students who fail to drop before the deadline established in the curriculum catalogue will receive an F for the course. For this term (Spring 2023), the drop/swap date is 11:59 p.m., Friday, January 13. The withdrawal deadline is 11:59 p.m. Friday, March 24. All dates relevant to this term are available in the academic calendar, located at https://calendar.ucf.edu/

REQUIRED STATEMENT REGARDING COVID-19 https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

There are presently no required COVID-related syllabus statements or policies at the university level. If you wish to have a message about COVID in your syllabus, it's best to reference the official CDC webpage. While the COVID line at UCF no longer exists, Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.