



UNIVERSITY OF  
CENTRAL FLORIDA

## ENG 6810 - Theories of Texts and Technology

Section: 0001

*College of Arts and Humanities*

Dean's Office CAH

### Course Information

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**Term:** Spring 2025

**Class Meeting Days:** T

**Class Meeting Time:** 06:00PM - 08:50PM

**Class Meeting Location:** TCH 0351

**Modality:** P

**Credit Hours:** 3.00

### Instructor Information

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Bruce Janz

**Title:** Professor

**Office Location:** TCH 310-B

**Office Hours:**

By appointment, or 5-6 pm Tuesdays

**Email:** Bruce.Janz@ucf.edu

### Course Description

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ENG 6810 CAH-ENG 3(3,0)Theories of Texts and Technology: PR: Acceptance into the Texts and Technology program, graduate standing, or C.I. Introduces general theoretical concepts as a basis for the advanced study of Texts and Technology. Spring.

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.

## Student Learning Outcomes

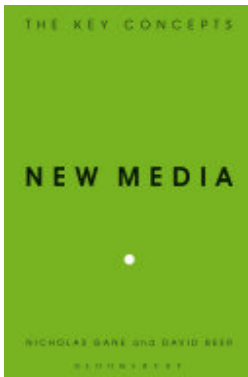
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After successful completion of this course, students will be able to:

- Understand how theories in Texts and Technologies relate to methods, concepts, and questions
- Be able to apply theoretical tools to their own research areas

## Course Materials and Resources

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### **New Media**

**ISBN:** 9781847884626

**Authors:** Nicholas Gane, David Beer

**Publisher:** Berg

**Publication Date:** 2008-10-01



### **The New Media Reader**

**ISBN:** 9780262232272

**Authors:** Noah Wardrip-Fruin, Nick Montfort

**Publisher:** MIT Press

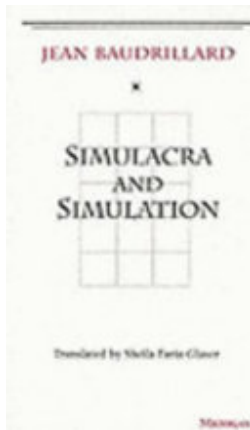
**Publication Date:** 2003-02-14

### **Simulacra and Simulation**

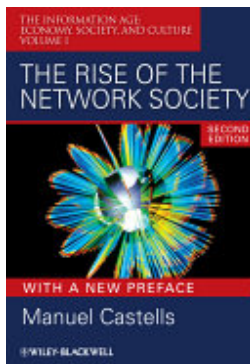
**ISBN:** 9780472065219

**Authors:** Jean Baudrillard

**Publisher:** University of Michigan Press



**Publication Date:** 1994-01-01



**The Rise of the Network Society**

**ISBN:** 9781444356311

**Authors:** Manuel Castells

**Publisher:** John Wiley & Sons

**Publication Date:** 2011-08-24

## **Course Assessment and Grading Procedure**

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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 Tuesday March 4, 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](http://bbjanz.com/courses)).

5. Fantasy committee (5% of final grade, due April 1) – 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 be 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.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Presentation</a>	Assignment	25
	<a href="#">Questions about the course? This is a good place to post them.</a>	Discussion	0
	<a href="#">Your top 3 presentation weeks</a>	Discussion	0
1/15/25	<a href="#">Mandatory Financial Aid Quiz</a>	Quiz	3
1/30/25	<a href="#">Bot training exercise</a>	Assignment	5
2/27/25	<a href="#">Bot content</a>	Assignment	5
3/6/25	<a href="#">Background reading report</a>	Assignment	5
3/6/25	<a href="#">Prospectus for Final Paper or Digital Artifact</a>	Assignment	10
4/3/25	<a href="#">Deploy bot</a>	Assignment	5
4/3/25	<a href="#">Fantasy Committee</a>	Assignment	5
4/17/25	<a href="#">Reflection on theory in an automated environment</a>	Assignment	5
4/22/25	<a href="#">Final Paper</a>	Assignment	35

## Grading Scale

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Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%
C-	does not exist
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

## Policies for Course Grade

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### 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>.

## **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  $15 \times 3 = 45$  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>

## **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.

## **Course Accessibility**

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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 \(SAS\)](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

## **Academic Integrity**

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Students should familiarize themselves with UCF's Code of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
- b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's

slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

- d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

### **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](#). 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 and Academic Integrity, 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.

### **Title IX**

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Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. 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 [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](mailto:sas@ucf.edu)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- The [Ombuds Office](#) is a safe place to discuss concerns.

## **Reporting an Incident or Issue**

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If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

## **Deployed Active-Duty Military Students**

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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.

## **Campus Safety**

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At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
  - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
  - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
  - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

## **Financial Aid Accountability**

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All instructors/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 this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## **Class Schedule**

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<b>Week</b>	<b>Topic</b>
1	Course intro: Theories, Methods, Concepts, Questions
2	Humanities, Disciplinarity, Interdisciplinarity
3	Subjectivity and Self in the Digital Age
4	Technology and Philosophy of Technology
5	Text: Classical Textuality, Hermeneutics, Narrative, Rhetoric
6	Orality, Literacy, Electracy
7	Media: Transmediality, Remediation, Media History
8	Space, Place, Time, Event
9	Network: Network Theory, Actor Network Theory
10	Information, Knowledge
11	Interface, Cognition
12	Archive, Memory
13	Interactivity, Engagement, Affordance
14	Simulation, Poiesis; Course Conclusion
15	
16	

## **Other "Fine Print" not already covered**

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In the previous version of the syllabus, which was superior to the Simple Syllabus we now use, there were some other fields in the Fine Print document. Those are included here.

### **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](mailto: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 UCF email 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/>

## **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](http://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.

## **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. My email is [bruce.janz@ucf.edu](mailto:bruce.janz@ucf.edu). All communication between student and instructor and between student and student should be respectful and professional. UCF email is the only official student email at UCF. Class rosters list UCF email addresses rather than external email addresses, and all official class communications will be sent only to the UCF email addresses. Students are responsible for checking their UCF email accounts regularly. 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.

### **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.

### **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 2025), the drop/swap date is 11:59 p.m., Friday, January 10. The withdrawal deadline is 11:59 p.m. Friday, March 28. All dates relevant to this term are available in the academic calendar, located at <https://calendar.ucf.edu/>