# ANG6740C: Advanced Forensic Anthropology

*Department of Anthropology*
*College of Sciences, University of Central Florida*

## *COURSE SYLLABUS- Spring 2019*

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| Instructor: | *John J. Schultz, Ph.D.* | | |
| Office: | *Phillips Hall 409T* | *Class Meeting Days:* | *Monday* |
| Phone: | *407-823-1180* | *Class Meeting Hours:* | *3:00-5:50pm* |
| E-Mail: | *john.schultz@ucf.edu* | *Class Location:* | *MAP 149* |
| Office Hours: | *Monday 12:45- 2:45pm; or by appointment* | | |

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**University Course Catalog Description**
Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

**Course Objectives**
After completing this course students will develop a proficiency in the following areas:

- Human identification methods of the skeleton
- Non-human osteological identification
- Taphonomic and pathological analysis of the skeleton
- Critiquing forensic anthropology case studies
- Writing forensic osteology reports

**Course Description**
This will be an advanced forensic anthropology course that will focus on laboratory methods of the human skeleton. It will be expected that each student is proficient in human osteology, including small fragment identification, and basic laboratory methods of skeletal analysis prior to taking this course. This course will provide students with more advanced skeletal identification methods, basic pathological and taphonomic analysis of the skeleton, and fundamental knowledge of forensic anthropology casework.

**Course Prerequisites**
Graduate student in Anthropology MA program and proficiency in fragmentary osteology.

## Recommended Textbooks

Christensen AM, Passalacqua NV, and Bartelink EJ. 2014. Forensic anthropology: Current methods and practices. Oxford: Academic Press.

***A list of required article readings will be posted at least a week before each class period.***

## Basis for Final Grade

Your final grade will be based out of a total of 500 points and will be derived from 10 laboratory reports, class participation and discussion, 10 article critiques, two practical examinations, and a literature review paper and presentation. Details of the requirements will be discussed in class.

| Assessment | Points | Percent of Final Grade |
|---|---|---|
| Posting | 1 | 0.2% |
| Ten Laboratory Case Reports | 140 | 28% |
| Class Participation | 15 | 3% |
| Practical Examination I | 84 | 16% |
| Practical Examination II | 100 | 20% |
| Literature Review Paper & Presentation | 160 | 32% |
| Total | 500 | 100.0% |

**Academic Activity Assignment – What I expect to achieve by completing this class.**

Verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

1) Why did you enroll in this class?
2) What do you expect to achieve by completing this class?

**All postings must be completed by January 11. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first practical if the posting is not completed by January 11, 11:59pm.**

**Practical Examinations (184 points)**

There will be two practical examinations. Practical I will focus on human and nonhuman osteology. Refer to the Tim White Osteology (3rd edition) textbook for osteology terminology. Practical II will also include human and nonhuman osteology. In addition, the Practical II will include skeletal methods that were applied to the casework throughout the class.

**Ten Skeletal Cases (140 points): Refer to Handout for Additional Information**

There are ten required skeletal cases. The cases will involve writing a complete and fully referenced case report with images and tables. Grading will be based on your ability to correctly identify and analyze bones, as well as write-up the results. Paper expectations will be discussed during class and a handout will also be provided with directions.

**Final Paper and Presentation (160 points): Refer to Handout for Additional Information**

Paper Topics
Paper topics must be approved by Dr. Schultz and must be relevant to Forensic Anthropology. Also, topics dealing with bioarchaeology and general paleopathology are not appropriate for this course.

Outlines due February 15 (10 points)
Paper outlines must include a number of components:

1) A paper title.
2) An abstract providing an overview of your paper.
3) A detailed bulleted outline of your paper including headings and subheadings with in-text citations that is 2-3 pages in length not including your Literature Cited section.
4) A minimum of 20 references (AJPA style) with the majority of references in forensic and osteology journals and books. Website references are not permitted.

I will expect that you will consider my outline comments when you are writing your final paper draft.

Paper (100 points)
You will be required to write a fully referenced (AJPA style) literature review paper with a minimum of 30 references that is 20 pages in text length (double spaced, 1 inch margins, and Times New Roman font). The cover page, literature cited, figures and tables are not included when calculating the text length. . Additional paper guidelines will be discussed in class. Further, I expect summary tables and flow charts that are created based on the information synthesized

from your literature search. Paper expectations will be discussed during class and a handout will also be provided with directions.

Presentations (50 points)
In addition, presentations will follow a professional meeting format such as the American Association of Physical Anthropologists and will be presented using PPT. All text, tables and images must be properly cited. Further, you will be allotted 15 minutes for your presentation that includes time for questions. You should expect to talk for around 13 minutes (you must talk for at least 12.5 minutes and a maximum of 14 minutes) to leave time for questions, and you must ask at least three total questions during the class presentations.

Final Paper and Presentation Dates

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|---|---|
| February 4 | Paper outlines and bibliography (10 points) |
| March 18 | Submit complete draft of paper for review (optional); do not submit partial paper |
| April 15 | Class presentations (50 points) |
| April 22 | Final day to turn in your completed paper (100 points) |

**Grading Scale**
Your grades will be based on your performance for the class. Therefore, please do not ask the professor to change your final grade. The +/- system will be used in this course. These percentages correspond to the following letter grades:

| | | | | | |
|---|---|---|---|---|---|
| A | = | 94 - 100 | C | = | 74 - 76 |
| A- | = | 90 - 93 | C- | = | 70 - 73 |
| B+ | = | 87 - 89 | D+ | = | 67 - 69 |
| B | = | 84 - 86 | D | = | 64 - 66 |
| B- | = | 80 - 83 | D- | = | 60 - 63 |
| C+ | = | 77 - 79 | F | = | < 60 |

**Grade Dissemination**

We will go over graded materials during class time.

**Course Policies:** Grades

**Practical Examinations**: Prior to starting the practical, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam.

**Paper Requirements:** Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

**Grades of "Incomplete":** Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Final Grades:** I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve your study and comprehension skills.

**Course Policies:** Technology and Media

**Email:** I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

**Laptop Usage:** Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

**Course Policies:** Student Expectations

**Attendance Policy:** No make-up assignments will be permitted if you do not turn in this assignment by the due date. You are permitted to send me your assignment via my email before class starts if you cannot make the class. Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you many need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask

questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

**Professionalism Policy:** Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you've written (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information, or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407-823-2197.

## Course Policies: Technology and Media

**Email:** I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. However, I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

**CANVAS:** You are expected to visit the course website on Canvas, and your Knights email, regularly for any updates sent by me and for keeping current with the course material. In addition, partial PowerPoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline.

**Laptop Usage:** Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

**Important UCF Dates to Remember**

- Drop/Swap deadline: January 10
- Add deadline: January 11
- Grade forgiveness deadline: April 22
- Withdrawal deadline: March 20

**Course Schedule**

I reserve the right to make reasonable modifications to the course schedule.

| Week | Date | Lab Topics | Case Report Schedule |
|---|---|---|---|
| Wk 1 | Jan 7 | Introduction to Laboratory Techniques; Non-human Lab | |
| Wk 2 | Jan 14 | Non-human Lab; Report Writing; Osteometric Landmarks & Measurement Lab | |
| Wk 3 | Jan 21 | No Class: Martin Luther King Jr. Day | 5 Pts |
| Wk 4 | Jan 28 | Sequencing Ribs; Teeth; FORDISC 3.0 Discussion | 10 Pts |
| Wk 5 | Feb 4 | Open Study Lab | 10 Pts |
| Wk 6 | Feb 11 | **Practical Exam 1** | |
| Wk 7 | Feb 18 | Forensic Context and Non-forensic Remains | 10 Pts |
| Wk 8 | Feb 25 | Sex and Aging | 10 Pts |
| Wk 9 | Mar 4 | Ancestry and Stature | 10 Pts |
| Wk 10 | Mar 11 | **Spring Break Week** | |
| Wk 11 | Mar 18 | Taphonomy | 15 Pts |
| Wk 12 | Mar 25 | Antemortem Conditions | 20 Pts |
| Wk 13 | April 1 | Antemortem Conditions | |
| Wk 14 | April 8 | Perimortem Trauma | 20 Pts |
| Wk 15 | April 15 | **Presentations** | |
| Wk 16 | April 22 | **Open Study Lab** | 30 Pts |
| Wk 17 | April 29 | **Practical Exam 2 (4:00-6:50 PM)** | |

# List of References to use for Class Discussions and When Writing Your Case Reports

## Week 1 and 2: Introduction to Laboratory Techniques
## Non-Human Remains, Osteometric Landmarks & Measurement Lab

***Is It Bone?***


Stout SD. 2008. Small bones of contention. In: Steadman DW, editor. Hard Evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 239-247.

Ubelaker DH. 2002. The use of SEM/EDS analysis to distinguish dental osseous tissue from other materials. J Forensic Sci. 47(6):940-943.

Ubelaker DH. 1998. The evolving role of the microscope in forensic anthropology. In: Reichs KJ, editor. Forensic Osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 514-532.


***Is It Human?***


Mulhern DM. 2009. Differentiating Human from nonhuman skeletal remains In: Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and Archaeology. Walnut Creek: Left Coast Press p 151-152.

Ubelaker DH, Lowenstein JM, Hood DG. 2004. Use of solid-phase double-antibody radioimmunoassay to identify species from small skeletal fragments. J Forensic Sci. 49(5): 924-929.


Non-Human manuals will also be available

## Week 4: Introduction to FORDISC 3.0


Jantz RL and Ousley SD. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 253-269.

Jantz RL and Ousley SD. 2012. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. A companion to forensic anthropology. NY: Wiley-Blackwell. p 311-329.

Ousley S and Hollinger RE. 2009. A forensic analysis of human remains from a historic conflict in North Dakota. In: Steadman DW, editor. Hard evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 91-102.


## Week 7: Human Remains: Identifying the Forensic Context


Berryman HE et al. 1997. Recognition of cemetery remains in the forensic setting. In: Haglund, WD and Sorg, MH, editors. Forensic taphonomy: The postmortem fate of human remains. Boca Raton: CRC Press. p 165-169.

Forbes S and Nugent K. 2009. Dating of anthropological remains of forensic interest. In: Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and archaeology. Walnut Creek: Left Coast Press. p 164-173.

Schultz JJ. 2012. Determining the forensic significance of skeletal remains. In: Dirkmaat DC, editor. A companion to forensic anthropology. Hoboken: Blackwell Publishing Company. p 66-84.

Ubelaker DH. 2011. Artificial radiocarbon as an indicator of recent origin of organic remains in forensic cases. J Forensic Sci. 46(6):1285-1287.

## Week 8: Sexing and Aging

### ***Sexing***

Berg GE. 2013. Determining the sex of unknown human skeletal remains. In:Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 139-159.

Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Sex chapter. NY: Allyn & Bacon, Inc.

Klales AR, Ousley SD and Vollner JM. 2012. A revised method of sexing the human innominate using Phenice's nonmetric traits and statistical methods. Am J Phys Anthropol 149:104-114.

Phenice TW. 1967. A newly developed visual method of sexing the os pubis. Am J Phys Anthropol 30:297-302.

Sutherland LD and Suchey JM. 1991. Use of the ventral arc in pubic sex determination. J Forensic Sci. 36(2):501-511.

Walker PL. 2008. Sexing skulls using discriminant function analysis of visually assessed traits. Am J Phys Anthropol 136:39-50.

Walsh-Haney H, Katzmarzyk K, and Falsetti AB. 1999. Identification of human skeletal remains: was he a she or she a he? In: Scott I. Fairgrieve, editor. Forensic osteological analysis: a book of case studies. Springfield: Charles C. Thomas. p 17-35.

### ***Aging – Dental***

Mincer HH, Harris EF, and Berryman, HE. The ABFO. study of third molar development and its use as an estimator of chronological age. J Forensic Sci. 38(2):379-390.

Moorrees CFA, Fanning EA and Hunt EE. 1963. Age variation of formation stages for ten permanent teeth. J Dent Res 42(6):1490-1502.

Smith HB. 1991. Standards of human tooth formation and dental age assessment. In: Advances in dental anthropology. Marc A. Kelley and Clark Spencer Larsen eds. New York: Wiley-Liss, Inc., p 143-168.

### ***Aging General***

Berg GE 2008. Pubic bone age estimation in adult women. J Forensic Sci. 53(3):569-577.

Brooks S and Suchey JM, 1990. Skeletal determination of age based on the os pubis: A comparison of the Acsádi-Nemeskéri and Suchey-Brooks methods. Human Evolution 5(3) p 227-238

Buckberry and Chamberlain. 2002. Age estimation from the auricular surface of the ilium: A revised method. Am J Phys Anthropol 119:231-239.

Iscan MY and Loth SR. 1984. Determination of age from the sternal rib in white males: A test of the phase method. J Forensic Sci. 31(1) p 122-132.

Iscan MY and Loth SR. 1985. Determination of age from the sternal rib in white females: A test of the phase method. J Forensic Sci. 31(3) p 990-999.

Lovejoy CO, Meindl RS, Pryzbeck TR, and Mensforth RP. 1985. Chronological metamorphosis of the auricular surface of the ilium: a new method for the determination of adult skeletal age. Am J Phys Anthropol 68:15-28.

Meindl RS and Lovejoy CO. 1985. Suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. Am J Phys Anthropol 68:57-66.

Myers J and Katz D. In: Reichs KJ, editor. Applications of pubic age determination in a forensic setting. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 204-236.

**Osborn DL, Simmons, TL and Nawrocki SP. 2004 – Reconsidering the auricular surface as an indicator of age at death. J Forensic Sci. 49(5):1-7.**

Shirley NR, Faziollah AE, Tersigni-Tarrant. 2013. Age Estimation Methods. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic Anthropology: An Introduction, Boca Raton: CRC Press. p. 161-179.

Ubelaker Aging chart

Webb PAO and Suchey JM. 1985. Epiphyseal union of the anterior iliac crest and medical clavicle in a modern multiracial sample of American males and females. Am J Phys Anthropol 68:457-466.

## Week 10: Ancestry and Stature

### ***Ancestral Morphological Approaches***

Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Ancestry chapter. NY: Allyn & Bacon, Inc.

Gill GW. 1995. Challenge on the frontier: discerning American Indians from whites osteologically. J Forensic Sci. 40:783-788.

Gill GW. 1998. Craniofacial criteria in the skeletal attribution of race. In: Reichs KJ, editor. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 293-318.

Hefner JT. 2009. Cranial morphoscopic traits and the assessment of American black, American white, and Hispanic ancestry. In: Berg BE and Taala SC, editors. Biological affinity in forensic identification of human skeletal remains. NY: CRC Press. p. 27-41.

### ***Stature***

Ousley S. 1995. Should we estimate biological or forensic stature? J Forensic Sci. 40(5):768-773.

Shirley NS. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 245-251.

## Week 11: Taphonomy

Dupras TL, Schultz JJ. 2013. Taphonomic Bone Staining and Colour Changes in Forensic Contexts. In: Pokines JT, Symes SA (eds.): Manual of Forensic Taphonomy. Boca Raton, FL: CRC Press, p. 317-324.

Nawrocki SP. 2009. Historical Development of Forensic Anthropology: Perspectives from the United States. In Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and archaeology, Walnut Creek: Left Coast Press. p 285-293.

Pokines J and Symes SA. 2013. Manual of forensic taphonomy. Boca Raton: CRC Press.

Pokines JT, Tersigni-Tarrant MA. 2013. Taphonomic Processes: Animal Scavenging. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic Anthropology: An Introduction, Boca Raton: CRC Press. p 225-338.

## Weeks 12 & 13: Antemortem Conditions

Lovell NC. 2008. Analysis and Interpretation of Skeletal Trauma. In: Katezenburg MA and Saunders SR, editors. Biological Anthropology of the Human Skeleton. 2nd ed. New Jersey: Wiley-Liss. p 341-386.

Merbs C. 1989. Trauma. In: Iscan MY, Kennedy KAR, eds. Reconstruction of Life From, the Skeleton. NY: .Alan R. Liss, Inc. p 161-189.

Ortner DJ. 2011. Differential diagnosis and issues in disease classification. In: A Companion to Paleopathology. Anne L. Grauer ed. P 191-214. Oxford: Wiley Blakwell.

Symes et al. 2013. Taphonomy and the timing of bone fractures in trauma analysis. In: Pokines J and Symes SA eds. Manual of Forensic Taphonomy. Boca Raton: CRC Press.

Sauer N. 1998. The timing of injuries and manner of death: Distinguishing among antemortem, perimortem and postmortem trauma. In Reichs KJ, editor. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 321-332.

## Week 14: Perimortem Trauma: Gunshot Wounds and Blunt Force Trauma

Berryman HE and Haun SJ. 1996. Applying forensic techniques to interpret cranial fracture patterns in an archaeological specimen. Int J of Osteoarchaeology 6:2-9.

Berryman HE, Smith OC, and Symes SA. 1995. Diameter of gunshot wounds as a function of bullet caliber. J Forensic Sci. 40(5):751-754.

Smith OC, Pope J, and Symes SA. 2009. Look until you see: identification of trauma in skeletal material. In: Steadman DW, editor. Hard evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 190-204.

# UCF Policy Statements

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting*the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

## 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 when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be 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.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduand logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.