ANG5937-20Fall 0M02 Digital Anthropology
Fall 2020 Syllabus

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Mondays 9:30am-10:30am or by appointment (via WebCourses)
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Catalog Description

Explores how anthropology applies digital technologies to exploring humanity's past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.

Required Texts

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

This course explores how anthropologists apply emergent digital technologies to the exploration of humanity's past, present, and future. Digital anthropology, broadly defined, seeks to approach "the digital" from an anthropological perspective. This course specifically combines approaches from archaeology, ethnography, and material culture studies to explore several interrelated themes: the dialectical nature of digital culture (cultural connectivity); authenticity of digital and non-digital experiences (mediation of self); translating anthropology's commitment to holism to digital domains (cultural relativism); ambiguity of digital culture (radical openness); and the practice of digital worlds (experiential materiality). The semester is divided into two broad sections; the first with technologies typically associated with archaeology and/or biological anthropology, and the second with cultural anthropology and/or ethnography. Each section includes theory-based readings paired with hands-on laboratory assignments. Labs provide transferable skills to help students explore novel ways of applying their training to a range of career paths. This course is an intensive investigation and students should be prepared to spend time outside of class/lab hours reading and working through tutorials. This course is a split-level course with additional readings and assignments for the graduate section.

My Approach to Mixed-Mode Teaching

This course has face-to-face and online components, typically referred to as mixed mode. We will utilize the face-to-face portion to further refine the methodological lessons (e.g., tutorials). The online component will be satisfied with assignments submitted via WebCourses. The COVID-19 pandemic may necessitate moving the entire course online. See the COVID-19 statements at the end of this syllabus for more details.

GroupMe Policy

GroupMe can be an excellent way to communicate with your fellow students. However, it is also often used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

Student Learning Objectives

- Explore the application of anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world. This is often referred to as media literacy, which is best developed by exploring how media products are produced.
- Develop a deeper appreciation of theoretical frameworks associated with the application of digital technologies and modalities in each of anthropology's primary subfields,
- Develop transferable skills through hands-on labs/workshops. These skills relate to the creation and manipulation of 3D objects, public use of mapping technologies, production of digital video, and user experience research.
- Identify non-traditional career paths based on the emerging field of digital anthropology, with a particular emphasis on non-academic careers.
- Explore how digital technologies support a deeper engagement between anthropologists and various publics.

Grading

Grades will be determined from the following:

Anatomy Project	2 possible points
Four Multipart Labs	80 possible points
Online Discussions	10 possible points
Semester Project	18 possible points

Breakdown of Grading

Anatomy of a Digital Anthropology Project: Students will view a 5 minute video created by the instructor and write a 2 page paper answer a series of questions. The video uses three of the methods examined in this course.
Total Points: 2

Four Multipart Labs: Labs will use materials prepared by the instructor, with class time dedicated to Q&A. Each lab is worth 20 points and will require weekly deliverables. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. See below for a detailed description of the labs. Instructional materials will be

posted 1 week prior to class Q&A. If the course shifts to fully online, we will utilize Zoom for the Q&A portion.
Total Points: 80

Online Discussions: The instructor will post a set of questions related to the readings each week. Students are expected to engage in the discussions most weeks. This is replacing the face-to-face discussions normally reserved for a graduate course. As such, students do not have to engage in every week's discussion, but full points will come from participating in 80% of the discussions in a serious and thoughtful way. A serious and thoughtful discussion consists of engaging with other students. In practice, this means posting 2-3+ times in conversation with others. In other words, a 1-2 sentence response at the last minute will not count.
Total Points: 10

Semester Project: Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. We examine a case study by the instructor the first week of class that combines at least three of the methods into a single project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings underscore how these technologies can be combined. The semester project consists of a two-page Statement of Intent (3 points), six-page Final Paper (10 points), and a Class Presentation delivered via Zoom during the course's final exam period (5 points). Full instructions for each portion will be provided during the semester.
Total Points: 18

In-Depth Lab Descriptions

Lab 1: Counter-Mapping and Open Source GIS (Weeks 2-4) - Counter-mapping refers to the use of mapping technologies to subvert dominant power structures, particularly the state, in support of progressive goals. It has been utilized by archaeologists, anthropologists, and geographers to communicate how local experiences both intersect and transgress elite narratives. This lab introduces students to the open source software QGIS and provides a workflow for recording and displaying local information as it relates to space.

Lab 2: New Heritage (Weeks 5-7) - This lab explores the use of 3D modeling and photogrammetry software (Blender and Meshroom). Associated readings juxtapose traditional uses of these technologies (e.g., documentation, preservation) alongside more theoretical perspectives associated with the material turn in the social sciences. This includes thinking about the role objects play in culture(s) past, present, and future. The first two weeks of the lab introduces the use of Blender and Metashape, programs used to create, record, and modify 3D models. In the final week students experiment with these technologies to address questions related to an emergent object oriented ontology. This might include re-mixing 3D models to question the primacy of people over objects, or visual representations undercutting the separation of objects and people as universal, or how these technologies might radically alter/support traditional fields like folklore studies. Having trouble visualizing this, check this out - https://sketchfab.com/blogs/RTJ4D/ (Links to an external site.)

Lab 3: Visual Anthropology (Weeks 8-10) - Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The

exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

Lab 4: User Experience Research (Weeks 11-13) - User experience (UX) research involves understanding how humans approach accessibility, desirability, and usability in their interaction with the material world. Although anthropologists have long been vital to the design process, few cultures prepare students to apply their anthropological knowledge to this rapidly expanding field. This lab examines how to plan a UX research project. These aspects are interwoven through a series of case studies and workflows across three weeks. Specifically, students will complete an expert review, prototype an app/website for usability study, and review each other's prototypes.

Course Grading Scale

Students will have access to the WebCourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, 45/50 = .9 x 100 = 90%. I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9
B+ = 87-89.9 B = 84-86.9 B- = 80-83.9
C+ = 77-79.9 C = 70-76.9
D+ = 67-69.9 D = 60-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade.

Late Assignment Policy

All assignments will be submitted via WebCourses. If a students is going to be late, they should contact the instructor as soon as they know. If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up work *provided* they supply appropriate documentation explaining the delay. Otherwise, late assignments can be turned in with a 5%/day penalty. Appropriate documentation includes official UCF correspondence, doctor’s notes, or similar

information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what **NOT** to do.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades, **especially on exams**. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker's name? This as a real-world lesson.

Semester Calendar

Lab assignments are available Monday - Friday, and are due midnight on Friday. Instructional materials prior to Monday. We will use the Monday Q&A session to discuss the lab assignments. Lab materials consist of a tutorial video created by the instructor, a discussion for students to help one another with the assignment, and a specific deliverable. Refer to the syllabus below for more information.

Week 1: Aug 24 - 28
Topic: Course Intro
Readings: None
Assignments: Syllabus Quiz; Anatomy of a Digital Anthropology Project

Week 2: Aug 31 - Sep 4
Topic: Politics of Open Source Software
Readings:

external site.). In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 83-91. De Gruyter Open.
Wells, Joshua, Christopher Parr, and Stephen Yerka. 2015. Archaeological Experiences with Free and Open Source Geographic Information Systems and Geospatial Freeware: Implementation and Usage Examples in the Compliance, Education, and Research Sectors (Links to an external site.). In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 130-146. De Gruyter Open.

Assignments: Counter-Mapping and Open Source GIS Part 1 (Intro to QGIS); Week 2 Online Discussion

Week 3: Sep 7 - 11
Topic: Counter-Mapping
Readings:
González-Tennant, Edward. 2016. Recent Directions and Future Developments in Geographic Information Systems for Historical Archaeology. *Historical Archaeology* 50(4):24-49.
Beale, Gareth and Nicole Beale. 2015. Community-Driven Approaches to Open Source Archaeological Imaging. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 30-43. De Gruyter Open.
Orengo, Hector. 2015. Open Source GIS Geospatial Software for Archaeology: Towards its Integration into Everyday Archaeological Practice. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 64-82. De Gruyter Open.
DeNicola, Lane. 2012. Geomedia: The Reassertion of Space within Digital Culture. In *Digital Anthropology*, edited by Hearther A. Horst and Daniel Miller, pp. 80-100. London: Berg.

Assignments: Counter-Mapping and Open Source GIS Part 2 (Creating & Editing Data)

Week 4: Sep 14 - 18
Topic: Sharing Your Maps
Readings:
Van Dyke, Ruth M. 2006. Seeing the Past: Visual Media in Archaeology. *American Anthropologist* 108(2):370-375.
Smith, Angele. 1998. Landscapes of Power in Nineteenth Century Ireland: Archaeology and Ordinance Survey Maps. *Archaeological Dialogues* 5(1): 69-84.
Law, Matt and Morgan, Colleen. 2014. The Archaeology of Digital Abandonment: Online Sustainability and Archaeological Sites. *Present Pasts* 6(1):1-9.
Bevan, Andrew. 2012. Value, Authority and the Open Society: Some Implications for Digital and Online Archaeology. In *Archaeology and Digital Communication: Towards Strategies of Public Engagement*, edited by C. Bonacchi, pp. 1-14. Archetype.

Assignments: Counter-Mapping and Open Source GIS Part 3 (Sharing Maps Online)

Week 5: Sep 21 - 25
Topic: New Heritage
Readings:
González-Tennant, Edward and Diana González-Tennant. 2016. The Practice and Theory of New Heritage for Historical Archaeology. *Historical Archaeology* 50(1):186-203.

Ellenberger, Kate. 2017. Virtual and Augmented Reality in Public Archaeology Teaching. *Advances in Archaeological Practice* 5(3): 305-309.
Dawson, Peter, Richard Levy, and Natasha Lyons. 2011. "Breaking the Fourth Wall": 3D Virtual Worlds as Tools for Knowledge Repatriation in Archaeology. *Journal of Social Archaeology* 11(3):387–402.
González-Tennant, Edward. 2013. New Heritage and Dark Tourism: A Mixed Methods Approach to Social Justice in Rosewood, Florida. *Heritage and Society* 6(1):62-88.

Assignments: New Heritage Part 1 (Basics of Blender)

Week 6: Sep 28 - Oct 2
Topic: Documenting Objects in 3D
Readings:
Porter, Samantha Thi, Morgan Roussel, and Marie Soressi. 2016. A Simple Photogrammetry Rig for the Reliable Creation of 3D Artifact Models in the Field: Lithic Examples from the Early Upper Paleolithic Sequence of Les Cottés (France). *Advances in Archaeological Practice* 4(1): 71-86.
Novotny, Andrew. 2019. Implementing Photogrammetry in Three Bioarchaeological Contexts: Steps for In-Field Documentation. *Advances in Archaeological Practice* 7(1): 87-96.
Douglass, Matthew J., Zachary R. Day, Jeremy C. Brunette, Peter Bleed, and Douglas Scott. 2019. Virtual Reconstruction as Archaeological Observation: Embracing New Ways of Treating Sites, Places and Landscapes. *Advances in Archaeological Practice* 7(2): 127-139.

Assignments: New Heritage Part 2 (Meshroom or Metashape)

Week 7: Oct 5 - 9
Topic: Remixing New Heritage
Readings:
Hicks, Dan. 2010. The Material-Cultural Turn: Event and Effect. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 25-98. Oxford University Press.
Saint George, Robert. 2010. Material Culture in Folklife Studies. In The Oxford Handbook of Material Culture Studies, edited by Dan Hicks and Mary C. Beaudry, pp. 123-149. Oxford University Press.
Jones, Andrew M. and Nicole Bolvin. 2010. The Malic of Inanimate Objects: Material Agency. In The Oxford Handbook of Material Culture Studies, edited by Dan Hicks and Mary C. Beaudry, pp. 333. Oxford University Press.
Pels, Peter. 2010. Magical Things: On Fetishes, Commodities, and Computers. In The Oxford Handbook of Material Culture Studies, edited by Dan Hicks and Mary C. Beaudry, pp. 613-634. Oxford University Press.

Assignments: New Heritage Part 3 (Remixing 3D Objects)

Week 8: Oct 12 - 16
Topic: Ethnography and Social Media
Readings:
Crawford, Kate, and Tarleton Gillespie. 2016. "What Is a Flag for? Social Media Reporting Tools and the Vocabulary of Complaint." New Media & Society 18 (3): 410–428.
Miller, Daniel. 2012. Social Networking Sites. In *Digital Anthropology*, edited by Heather A. Horst and

Daniel Miller, pp. 146-164. London: Berg.
Tacchi, Jo. 2012. Digital Engagement: Voice and Participation in Development. In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, pp. 225-244. London: Berg.

Assignments: Visual Anthropology Part 1 (Planning a Digital/Visual Project)

Week 9: Oct 19 - 23
Topic: Visual Anthropology
Readings:
Banks, Marcus and Jay Ruby. 2011. Historical Perspective on Visual Anthropology. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 1-18. University of Chicago Press.
Sarah Pink. 2011. Digital Visual Anthropology: Potentials and Challenges. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 209-233. University of Chicago Press.
Aufderheide, Patricia. 2007. *Documentary Film: A Very Short Introduction*. Oxford University Press. Selected Chapters.

Assignments: Visual Anthropology Part 2 (Script)

Week 10: Oct 26 - 30
Topic: Digital Storytelling
Readings:
Gubrium, Aline. 2009. Digital Storytelling as a Method for Engaged Scholarship in Anthropology. *Practicing Anthropology* 31(4): 5-9.
González-Tennant, Edward. 2015. Resurrecting Rosewood: New Heritage as Applied Visual Anthropology. In *Participatory Visual and Digital Research in Action*, edited by Aline Gubrium, Krista Harper, Marty Otanez, and Phillip Vannini, pp. 163-177. AltaMira Press.
González-Tennant, Edward. 2017. Digital Storytelling in the Classroom: New Media Technologies for an Engaged Anthropological Pedagogy (Links to an external site.). In Deep Stories: Practicing, Teaching, and Learning Anthropology with Digital Storytelling (Links to an external site.), edited by Aaron Thornburg and Mariela Nunez-Janes, pp. 152-169. De Gruyter Open.

Assignments: Visual Anthropology Part 3 (Digital Storytelling Video)

Week 11: Nov 2 - 6
Topic: User Experience Research Part 1
Readings:
Drazin, Adam. 2012. Design Anthropology: Working on, with and for Digital Technologies. In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, pp.245-265. London: Berg.
Otto, Ton and Rachel Charlotte Smith. 2013. Design Anthropology: A Distinct Style of Knowing. In *Design Anthropology: Theory and Practice*, pp. 1-32. Bloomsbury Academic.
Expert Review website - https://www.nngroup.com/articles/ux-expert-reviews/ (Links to an external site.)
Drazin, Adam. 2013. The Social Life of Concepts in Design Anthropology. In *Design Anthropology: Theory and Practice*, pp. 33-50. Bloomsbury Academic.

Assignments: User Experience Research Part 1 (Expert Review)

Week 12: Nov 9 - 13
Topic: User Experience Research Part 2 (Guest Lecture by Marc Lorenc)
Readings:
Anthropology and UX - https://www.beingguided.com/blog/design-anthropologists (Links to an external site.)
Translating Anthropology to UX - https://www.practicinganthropology.org/blog/guest-blog/translating-anthropology-to-ux-research/ (Links to an external site.)
Assignments: User Experience Research Part 2 (Prototyping)

Week 13: Nov 16 - 20
Topic: User Experience Research Part 3
Readings:
17 Useful Tools for UI/UX Designers - https://webflow.com/blog/ui-ux-design-tools (Links to an external site.)
A Beginner's Guide to Low-Fidelity Prototyping - https://uxtricks.design/blogs/ux-design/wireframe-tools-and-rapid-prototyping/ (Links to an external site.)
What Is Rapid Prototyping in UX? A Step-By-Step Guide - https://careerfoundry.com/en/blog/ux-design/rapid-prototyping-guide/ (Links to an external site.)
User Testing v/s Usability Testing - https://medium.theuxblog.com/user-testing-v-s-usability-testing-c3a9edd04612?gi=14999ebdfd6e (Links to an external site.)
Usability Testing 101 - https://www.nngroup.com/articles/usability-testing-101/ (Links to an external site.)
Running a Usability Test - https://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html (Links to an external site.)

Assignments: User Experience Research Part 3 (Critique)

Week 14: Nov 23 - 27 (Thanksgiving Week/Holiday)
Topic: Work on Semester Projects
Readings: None
Assignments: Semester Project Statement of Intent

Week 15: Nov 30 - Dec 4
Topic: Work on Semester Projects
Readings: None
Assignments: None

Week 16: Dec 7 - 11
Topic: Semester Projects Due
Assignments: Final Paper; Class Presentation

Important UCF Dates for Fall 2020

August 28, 2020 - Last Day to Drop and Request Full Refund
August 28, 2020 - Drop/Swap Deadline

August 28, 2020 - Add Deadline
October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student ServicesLinks to an external site.. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student ServicesLinks to an external site.. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student GuidelinesLinks to an external site. for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of ConductLinks to an external site.. 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 (Links to an external site.). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. Links to an external site.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/zgradeLinks to an external site..

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 ServicesLinks to an external site. (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.htmlLinks to an external site..
- 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.htmlLinks to an external site. (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.eduLinks to an external site. and 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 (Links to an external site.)

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.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdfLinks to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.