POS 3273-0001: Voting and Elections

School of Politics, Security, and International Affairs

University of Central Florida

Spring 2021

Course Syllabus

Instructor Information

- Dr. Wright
  - ***Given UCF's transition to remote instruction, all office hours will take place virtually (i.e. via Zoom meeting, phone, etc.)***
  - Office Hours: Tuesdays and Thursdays from 11:30-1:30pm EST and by appointment
  - Email: Kenicia.Wright@ucf.edu or the "Inbox" tool in UCF Webcourses
- GTA: TBD

Course Information

- Term: Spring 2021
- Class Location: V Course Designation – As a result of COVID-19, all lectures for this course will be delivered via Zoom at the regularly scheduled class time (additional details are provided below)
- Class Meeting Days and Times: Tuesday and Thursday, 9-10:15am EST
- Credit Hours: 3 credit hours

Enrollment Requirements

Prerequisite(s): None. Corequisite(s): None.
Prerequisite(s) or Corequisite(s): POS 2041 or C.I.
This course involves theoretical and substantive inquiry into U.S. electoral system; includes focus on voter behavior as well as national and state electoral systems.

Course Description

This course involves theoretical and substantive inquiry into U.S. electoral system by focusing on voter behavior as well as national and state electoral systems. The specific topics we will discuss range from the foundational rules government the American electoral system, trends in American campaigns and campaign strategies, the influence of political parties, interest groups, and the media, the factors that influence voter turnout, including race, ethnicity, gender, and the intersection of multiple identities, patterns at different levels of government, and the importance of political representation. Although the assigned readings in this course primarily focus on voting and elections in the US, students will have the opportunity to share readings they would like the class to discuss.

Student Learning Outcomes

Students who successfully complete this course should be able to:

1. Provide an overview of the American electoral process, including rules and norms for elections at different levels of government, the history of voting rights and suppression, and the factors that influence voter turnout.
2. Appropriately differentiate academic articles from reputable, non-academic sources.
3. Gain access to and explain common sections of academic articles.
4. Develop a series of original papers to highlight an appropriate understanding of key concepts, themes, and content we will cover in this course.
5. Engage in respectful discourse – verbally and in writing – on topics related to voting and elections in the US.

Course Materials and Resources

Required Materials

1. *Campaigns and Elections.* John Sides, Daron Shaw, Matt Grossmann, and Keena Lipsitz. 3rd Edition with 2018 Election Update.
   ISBN: 9780393664676 (C&E in the Course Schedule)
2. Additional academic articles will be assigned in this course. During Week 1, we will cover the steps that students must take to gain access to assigned readings published in an academic journal, the structure of these readings, and suggestions for identifying and understanding key points.

Additional Texts: These texts are NOT required for this course. However, if you are interested in learning more about voting and/or political behavior of Americans, I encourage you to check them out!

1. Aldrich, J. H. (1995). *Why parties?: The origin and transformation of political parties in America.* University of Chicago Press.
2. Campbell, A., Converse, P. E., Miller, W. E., & Stokes, D. E. (1980). *The American voter*. University of Chicago Press.
3. Downs, A. (1957). *An economic theory of democracy*.

Course Assignments

Assignment	**Points**	**Deadline**
Syllabus Quiz	1 point	Should be completed as soon as the first lecture ends.
Attendance and Participation	100 points	Assessed at the end of the semester based on attendance and participation during class discussions throughout the semester.
Three Quizzes	90 points	Jan. 29th, Feb. 22nd, and April 2nd
Three Exams	300 points	Feb. 12th, March 12th, and April 29th; available in Webcourses from 12am to 11:59pm EST.
Florida Election Short Paper	110 points	Upload election details by Feb. 19th (worth 10 points). Upload the full paper by Friday, March 26th, at 11:59pm (worth 100 points).
Required Office Hour Visit with Dr. Wright	100 points	Must visit by Week 12 to earn all points.

Discussion Board Posts	100 points	Consists of three posts with three deadlines during Week 13.
Two Reflection Papers	200 points	First paper due Friday, Feb. 5th at 11:59pm EST. Second paper due Friday, April 23rd at 11:59pm EST.
		Total Possible Points: 1,001 points

1. Syllabus Quiz (1 points)

This assignment will open after the first day of class and counts as the required financial aid activity. Students should read the course syllabus, attend the first lecture, *then* complete the quiz.

2. Attendance and Participation (100 points)

Students are expected to "attend" every lecture via Zoom with their camera on. This means all enrolled students must have regular access to the internet, be able to attend the lecture during scheduled class time, and are encouraged to check Webcourses and their UCF email regularly (i.e. twice a day at a minimum). Enrolled students are responsible for information provided by Dr. Wright and/or the course GTA via email, Webcourses Announcement, etc. Contact Dr. Wright as soon as possible if you have any concerns about this!

3. **THREE Quizzes (worth 30 points each, total of 90 points)**

To assess student understanding of key concepts before the exams in this course, there will be three quizzes consisting of multiple choice, true / false, and/or short answer questions. The quizzes will open on the days noted in the Course Schedule below and may be completed by students any time between 12:01 and 11:59pm EST.

4. Three Exams (worth 100 points each; 300 points total)

There are three exams in this course. The exams are not cumulative, but all book chapters and academic articles assigned in this course are "fair game". Questions may be multiple choice, true / false, and/or short essay questions. The exams will be available in Webcourses from 12am to 11:59pm EST on the Fridays noted in the Course Schedule below; exams can only be accessed ONE time and students will select the specific start time that works best for them.

4. Florida Election Short Paper (worth 110 points)

Students are expected to develop an original paper that centers on a **non-Presidential 2020 election in Florida**. **Students who do not focus on an appropriate election will receive a failing grade on this assignment.**

(1) Students must upload details about the election they will focus on for this assignment to Webcourses by Friday, Feb. 19th at 11:59pm EST. The submission must contain: (1) the type of election (only local, state, or Congressional elections are appropriate), (2) The name of the candidates in the election – there must be *at least two candidates in the election you select*, and (3) When the election occurred (i.e. Nov. 2020). Students can NOT change the election they will focus on for the short paper after

submitting this assignment without approval from Dr. Wright due to extreme circumstances. Uploading the election details is worth 10 points.

(2) Students must upload a completed short paper to Webcourses by Friday, March 26th, at 11:59pm EST. The paper should contain the three items noted above as well as the details of the election – (4) in no more than one paragraph, summarize the background of each candidate (previous political experience, party affiliation, details you find important, etc.), (5) in no more than one paragraph, summarize key election details (the electoral rules, the vote count / vote percent, winner, additional details you find important, etc.); **this discussion must include accurate, appropriate, and detailed discussion of five concepts covered in the assigned readings in this course**, (concepts should be in bold in your submission and be clearly referred to and discussed in your submission), and (6) in no more than one paragraph, explain your reason for focusing on the election that you select. Grading will be based on inclusion of all key points and the accuracy, clarity, and originality of writing. **Students will receive an additional 10 point penalty, if the first portion of this assignment is not uploaded by the deadline and will receive a failing grade, if they do not focus on the election approved in the first portion of this assignment.**

5. **Discussion Posts (three required posts with deadlines noted in Course Schedule below; worth 200 points)**

To encourage you all to discuss the assigned readings with one another outside of the lecture, there is a discussion posts assignment for this course. All students will be randomly assigned to a group; (a minimum of) one week before the discussion post assignment is due, the assignment will be visible in Webcourses. Students are expected to review the assignment detail and provide responses to the included items. To earn all possible points on this assignment, each student MUST:

(1) Upload a first post that responds to Dr. Wright's discussion question by Tuesday at 11:59pm (worth 50 points)

(2) Upload a second that responds to the first post of a group member by Thursday at 11:59pm (worth 25 points)

(3) Upload a third post the responds to Dr. Wright's third item and/or a different group member by Friday at 11:59pm (worth 25 points)

For student who received a response to their first post: the third post should be a response to a comment that a group member left on your first discussion post.

For students who did not receive a response to their first post: grading of the third post will be based on whether you: (1) leave a comment on the discussion post assignment that states you didn't receive a response on your first post and (2) add a post that responds to a group member's first post (should not be the same group member you responded to in your second post) by the deadline. Deadlines are strictly enforced!

Carefully read all provided instructions in Webcourses BEFORE starting this assignment! In order to receive full credit, student's posts must align with the requirements outlined in the text of the posts and must upload three posts to Webcourses by the three different deadlines noted in Webcourses. ALL Discussion posts must address all requirements noted in the assignment upload area in Webcourses, be RESPECTFUL, and

reflect critical thinking; responses of “Interesting”, "Thanks", "Yes / No" etc. will result no credit being earned!

6. **REQUIRED Office Hour Visit (worth 100 points)**
   This is required visit, so students should plan to “visit” Dr. Wright during her office hours (via Zoom meeting or phone call) on Tuesdays and Thursdays from 11:30-1:30pm EST **by Week 12** to earn 100 points toward their final grade in the course. Office hours are first come, first served; if you click on the Zoom meeting link and are relegated to the “Waiting Room” – don’t panic; this means I am meeting with another student, but will get to you as timely as possible! If you are not available during Dr. Wright’s office hours, email her to schedule an appointment to speak. This assignment gives Dr. Wright the opportunity to learn more about you, your goals, and provides you with the opportunity to ask any questions you may have!

7. **Reflection Paper (two papers, worth 100 points each)**
   There are two Reflection Papers assigned in this course. Each paper must be uploaded to Webcourses by the deadline noted in the Course Schedule and there is an example provided in Webcourses that you are strongly encouraged to review before submitting this assignment. Grading will be based on originality, accuracy, and clarity of your response to the following items:
   (1) In your own words, summarize the main idea of assigned readings from Weeks 1 through 4 (for the First Short Response Paper) or Weeks 10 through 15 (for the Second Short Response Paper). (No longer than one paragraph for the summary of each reading.)
   (2) Select the one academic article that you found interesting in each week from Weeks 1 through 4 (for the First Short Response Paper) or Weeks 10 through 15 (for the Second Short Response Paper). (Do not focus on the same reading as item (1).)
      1. Provide the APA citation for each academic article and note the week it is assigned in this course.
      2. In no longer than one paragraph, note ONE *specific point* from the article that you found the most insightful and explain why you find the point interesting.
   (3) In no longer than one paragraph, note any reading(s) or concept(s) we have covered in the course that you don’t fully understand, find confusing, etc.
   (4) <u>For the First Response Paper:</u> in no more than one paragraph, note the week of readings / topic that we will cover this semester that you are most interested in learning more about in this course.
   (4) <u>For the Second Response Paper:</u> in no more than two paragraphs, provide a detailed explanation of what you have learned from this course.

Additional Notes

- There are several options for contacting Dr. Wright: via email at <u>Kenicia.Wright@ucf.edu</u> and through the Inbox tool in Webcourses; appointments, phone calls, and Zoom meetings are also possible. The course GTA is also available to answer questions or provide suggestions. You are strongly encouraged to reach out to Dr. Wright and the course GTA if you have any questions, concerns, information you’d like to clarify – we are here to help!
- Assignments should be submitted by the deadline listed in this syllabus. The ability to complete tasks by a deadline is a skill that is necessary for success long after you graduate

from college. To encourage the development of this skill, Dr. Wright will NOT accept late work without documentation supporting a University approved excuse for missing the assignment. Appropriate documentation – a doctor's note, a photo, etc. – should be emailed to Dr. Wright at Kenicia.Wright@ucf.edu **within FIVE business days of the assignment deadline**. Contact Dr. Wright as soon as possible if you're aware you won't be able to complete a course assignment by the deadline.

Make-up Exam and Assignments

Per university policy, students can submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, students should contact Dr. Wright as early in the semester as possible. As mentioned above, Dr. Wright does not accept late work without appropriate document being provided within FIVE business days of the assignment deadline; if you have any questions, contact Dr. Wright as early as possible!

Grading

A: 929.5 - 1000 points	A-: 899.5 - 929.4 points	
B+: 869.5 - 899.4 points	B: 829.5 - 869.4 points	B-: 799.5-829.4 points
C+: 769.5 - 799.4 points	C: 729.5 - 769.4 points	C-: 699.5-729.4 points
D+: 669.5 - 699.4 points	D: 629.5-669.4 points	D-: 600-629.4 points
F: 599.4 points and below		

Course Schedule

Week and topic	Assignments and Due Dates	Required Readings
Week 1: Week of Jan. 11th *Course Introduction* Note: Drop / Swap Deadline is Jan. 15th.	Assignment: Complete Syllabus Quiz after the first lecture	*By Tuesday* • Course Syllabus • Emailing a professor guidelines available here and here • "Finding Academic Articles" page in Webcourses *By Thursday* • Blais, A. (2006). What affects voter turnout? *Annual Review of Political Science*, 9, 111-125. • Pew Research Center (PRC): Voter Engagement in the 2020 election • Ted Talk: The Fight for the Right to Vote in the US

Week 2: Week of Jan. 18th "The American Electoral Process" Note: Martin Luther King, Jr. Day is January 18th.		*By Tuesday* • C&E, Chapter 1 "Introduction" *By Thursday* • C&E, Chapter 2 "The American Electoral Process" • PRC: Fact Tank reading on the Electoral College, Fact Tank reading on voter turnout in the US • Video: The Electoral College • Ted Talk: An explanation of the Electoral College
Week 3: Week of Jan. 25th "Eras in American Political Campaigns"	Quiz #1 available in Webcourses Friday, Jan. 29th from 12am to 11:59pm EST. Students can complete the quiz any time they would like, but quizzes can only be accessed ONCE.	*By Tuesday* • C&E, Chapter 3 "The Transformation of American Campaigns" *By Thursday* • PRC: Fact Tank reading on 2020 Election Polls • Video: The Electoral College • Ted Talk: The Power of the Youth Vote
Week 4: Week of Feb. 1st "Rules on Campaign Financing"	First Reflection Paper must be uploaded to Webcourses by Feb. 5th at 11:59pm.	*By Tuesday* • C&E, Chapter 4 "Financing Campaigns" *By Thursday* • Ted Talk: Democracy and Corruption
Week 5: Week of Feb. 8th "Modern Campaign Strategies"	*Exam 1 opens Friday, Feb. 12th in Webcourses from 12am to 11:59pm.*	*By Tuesday* • C&E, Chapter 5 "Modern Campaign Strategies" *By Thursday* • Geys, B. (2006). 'Rational' theories of voter turnout: a review. *Political Studies Review*, 4(1), 16-35. • Ted Talk on Democracy • Ted Talk: Fighting Voter Suppression
Week 6: Week of Feb. 15th "Political Parties"	Students must upload the details of the election they will focus on for the Florida Election Short Paper by Friday. Feb. 19th, at 11:59pm to Webcourses. An	*By Tuesday* • C&E, Chapter 6 "Political Parties" *By Thursday* • Gerber, A. S., Huber, G. A., Doherty, D., & Dowling, C. M. (2012). Personality and the strength and direction of partisan

	example is provided in Webcourses. **Students must also email Dr. Wright ONE reading or short video related to interest groups that you are interested in discussing next Thursday, Feb. 25th by Friday, Feb. 19th.** **A list of the assigned readings for Feb. 25th will be uploaded to Webcourses by the start of the week.**	identification. *Political Behavior*, 34(4), 653-688. • Complete the Big Five Personality Test • Junn, J., & Masuoka, N. (2020). The Gender Gap Is a Race Gap: Women Voters in US Presidential Elections. *Perspectives on Politics*, 1-11. • Norrander, B. (1999). The evolution of the gender gap. *The Public Opinion Quarterly*, 63(4), 566-576. • Phan, N., & Garcia, J. A. (2009). Asian-Pacific-American Partisanship: Dynamics of Partisan and Nonpartisan Identities. Social Science Quarterly, 90(4), 886-910.
Week 7: Week of Feb. 22nd "Interest Groups"	Quiz #2 available in Webcourses Friday, Feb. 26th from 12am to 11:59pm EST. Students can complete the quiz any time they would like, but quizzes can only be accessed ONCE.	*By Tuesday* • C&E, Chapter 7 "Interest Groups" *By Thursday* • Student Reading Selections – today's assigned readings will be uploaded as an Announcement in Webcourses at the start of the week.
Week 8: Week of March 1st "The Media"		*By Tuesday* • C&E, Chapter 8 "Media" *By Thursday* • Aldrich, J. H., Gibson, R. K., Cantijoch, M., & Konitzer, T. (2016). Getting out the vote in the social media era: Are digital tools changing the extent, nature and impact of party contacting in elections? *Party Politics*, 22(2), 165-178. • Martin, G. J., & McCrain, J. (2019). Local news and national politics. *American Political Science Review*, 113(2), 372-384. • Sobieraj, S., & Berry, J. M. (2011). From incivility to outrage: Political discourse in blogs, talk radio, and cable news. Political *Communication*, 28(1), 19-41.

		• Teresi, H., & Michelson, M. R. (2015). Wired to mobilize: The effect of social networking messages on voter turnout. *The Social Science Journal*, 52(2), 195-204.
Week 9: Week of March 8th "Presidential Campaigns"	*Exam 2 opens Friday, March 12th in Webcourses from 12am to 11:59pm.*	*By Tuesday* • C&E, Chapter 9 "Presidential Campaigns" *By Thursday* • PRC: Fact Tank reading on US Presidential Elections • Alamillo, R. (2019). HISPANICS PARA TRUMP?: Denial of Racism and Hispanic Support for Trump. *Du Bois Review: Social Science Research on Race*, 16(2), 457-487. • Enders, A. M., & Scott, J. S. (2019). The increasing racialization of American electoral politics, 1988-2016. *American Politics Research*, 47(2), 275-303. • Sanchez, G. R., Vargas, E. D., Walker, H. L., & Ybarra, V. D. (2015). Stuck between a rock and a hard place: the relationship between Latino/a's personal connections to immigrants and issue salience and presidential approval. *Politics, Groups, and Identities*, 3(3), 454-468.
Week 10: Week of March 15th "Congressional Campaigns"		*By Tuesday* • C&E, Chapter 10 "Congressional Campaigns" *By Thursday* • PRC: Fact Tank reading on US Senate and House elections • Philpot, T. S., & Walton Jr, H. (2007). One of our own: Black female candidates and the voters who support them. *American Journal of Political Science*, 51(1), 49-62. • Tate, K. (2001). The political representation of blacks in Congress: Does race matter?. *Legislative Studies Quarterly*, 623-638.
Week 11: Week of March 22nd "State and Local Campaigns" Note: Withdrawal Deadline is March 26th.	Students must upload their Florida Election Short Paper by Friday, March 26th, at 11:59pm.	*By Tuesday* • C&E Chapter 11 "State and Local Campaigns" *By Thursday* • Boyd, C. L. (2016). Representation on the courts? The effects of trial judges' sex and

		race. *Political Research Quarterly*, 69(4), 788-799. • Butler, D. M., & Broockman, D. E. (2011). Do politicians racially discriminate against constituents? A field experiment on state legislators. *American Journal of Political Science*, 55(3), 463-477. • Rocha, R. R. (2007). Black-brown coalitions in local school board elections. *Political Research Quarterly*, 60(2), 315-327. • Shah, P., Scott, J., & Gonzalez Juenke, E. (2019). Women of color candidates: examining emergence and success in state legislative elections. *Politics, Groups, and Identities*, 7(2), 429-443.
Week 12: Week of March 29th "Voter Participation"	Students must visit Dr. Wright's office hours by this week to earn 100 points. Quiz #3 available in Webcourses Friday, April 2nd from 12am to 11:59pm EST. Students can complete the quiz any time they would like, but quizzes can only be accessed ONCE. *Note:* Discussion Posts Assignment will be available in Webcourses.	*By Tuesday* • C&E, Chapter 12 "Voter Participation" • Video: The History of Voting Rights in the US *By Thursday* • Huyser, K. R., Sanchez, G. R., & Vargas, E. D. (2017). Civic engagement and political participation among American Indians and Alaska natives in the US. *Politics, Groups, and Identities*, 5(4), 642-659. • Jamal, A. (2005). The political participation and engagement of Muslim Americans: Mosque involvement and group consciousness. *American Politics Research*, 33(4), 521-544. • Phillips, C. D., & Lee, T. (2018). Superficial Equality: Gender and immigration in Asian American political participation. *Politics, Groups, and Identities*, 6(3), 373-388. • Sadhwani, S. (2020). Asian American Mobilization: The Effect of Candidates and Districts on Asian American Voting Behavior. *Political Behavior.*
Week 13: Week of April 5th "Voter Choice"	**Discussion Posts Assignment** (1) Students must make their first	*By Tuesday* • C&E, Chapter 13 "Voter Choice" *By Thursday*

	discussion post by **April 6th at 11:59pm.** (2) Students must make their first response to a comment from a classmate **by April 8th at 11:59pm.** (3) **St**udents must make their second response by **April 9th at 11:59pm.**	• Frasure-Yokley, L. (2018). Choosing the Velvet Glove: Women Voters, Ambivalent Sexism, and Vote Choice in 2016. *Journal of Race, Ethnicity and Politics*, 3(1), 3-25. • Junn, J. (2017). The Trump majority: White womanhood and the making of female voters in the US. *Politics, Groups, and Identities*, 5(2), 343-352. • Masuoka, N. (2008). Political attitudes and ideologies of multiracial Americans: The implications of mixed race in the United States. *Political Research Quarterly*, 61(2), 253-267. • Sanchez, G. R., Foxworth, R., & Evans, L. E. (2020). Sovereign Bodies: Native Nations, Native American Women, and the Politics of 2018. *Political Research Quarterly*.
Week 14: Spring Break from April 11th to April 18th *Holiday. No assigned readings. Students are encouraged to spend this week ensuring they have completed all assigned readings and preparing for the exam.*		
Week 15: Week of April 19th Last Week of Class	Students must upload their Reflection Paper to Webcourses by Friday, April 23rd at 11:59pm EST. An example is provided in Webcourses.	*By Tuesday* • C&E, Ch. 14 "Democracy in Action or a Broken System?" *By Thursday* • PRC Readings on the Widening Partisan Divides Over Freedom to Peacefully Protest and Satisfaction with Democracy • Ted Talk: Increasing Voter Turnout
The last exam will be available for students to complete in Webcourses on **Thursday, April 29th from 12am to 11:59pm EST.** Students will be able to access the exam ONCE and must make the necessary time to complete the exam on this day. Contact Dr. Wright **by Week 4** if you have any concerns!		

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF Student 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 for academic dishonesty, plagiarism, or cheating can include a warning, a "0" on an assignment, an "F" in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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 with you on your writing (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 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, 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.edu 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", and then "OK." Speak with Dr. Wright outside of class if you have special needs related to emergency situations.

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.

NOTE: This syllabus is subject to change at any point during this semester per the discretion of the course instructor. Dr. Wright will post an Announcement in Webcourses with the updated Course Syllabus and that explains the changes. Students are responsible for all course-related information provided in Webcourses and are *strongly encouraged* to check Webcourses and their UCF emails regularly.