***POS 3273-0001: Voting and Elections***
**School of Politics, Security, and International Affairs**
**University of Central Florida**
**Summer 2021**
**Course Syllabus**

## Instructor Information

- Dr. Wright
  - **This is a W-course, or a web-based course. There will not be any required Zoom meetings and a content will be available on Webcourses; this site explains the W-course modality; ensure this course modality is a good fit for you!**
  - Office Hours: Tuesdays and Thursdays from 12pm to 2pm, and by appointment
  - Email: Kenicia.Wright@ucf.edu or send me a message using the "Inbox" tool in Webcourses
- There are two GTAs for this course. Feel free to reach out to them at the email addresses listed below if you have any questions; GTAs are *not* available for meetings and will not have office hours. If you'd like to meet with someone, contact Dr. Wright.
  - Erika Ricci: erika.ricci@ucf.edu
  - Zlatin Mitkov: zlatin.mitkov@ucf.edu

## Course Information

- Term: Summer 2021, Session: A
- Course Number & Section: POS3273
- Credit Hours: 3 credit hours
- Class Meeting Days: Online course
- Course Modality: W – Again, this is a fully web-developed course. **Visit this site to ensure this course modality is the best fit for you!**

## 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 and electoral politics. This course largely focuses on the US and specific topics we will cover include the rules and norms that govern American politics, historical and contemporary trends in American campaigns and campaign strategies at different levels of government, the role of political parties, interest groups, and the media on electoral processes, factors that influence voter turnout and political engagement, and the importance of political representation. Although the assigned readings center on voting and elections in the US, students will have the opportunity to share one academic reading that relates to the focus of this course, but may focus on a different context.

## 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. The Webcourses page for this course contains detailed instructions on 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.

**Course Assignments**

| **Assignment** | **Points** | **Deadline** |
|---|---|---|
| Syllabus Quiz | 1 point | Should be completed as close to the first day of class as possible. |
| Discussion Board Posts | 20 points | - Two required posts must be uploaded in response to items provided by Dr. Wright to Webcourses to earn 10 points<br>- Two posts uploaded during Week 2 (10 points) and two separate posts uploaded during Week 4 (10 points)<br>- A total of four posts are required to earn all 20 points |
| Three Timed Quizzes | 30 points | Fridays of Week 3, Week 4, and Week 5 |
| Florida Election Paper | 15 points | Word document or PDF to Webcourses by Friday, Week 5 (Early submissions are encouraged) |
| Student Choice | 9 points | Friday, Week 6 (Early submissions are encouraged) |
| One Exam | 25 points | Available from 12am to 11:59pm on Friday, Week 6 (Last Day of Class) |
| *Optional* Reflection Paper | Up to 10 points | This is a completely optional assignment available to students who want to improve their score.<br>Deadline: Thursday, Week 6 at 11:59pm. |
| | | Total Possible Points: 100 points |

**1. Syllabus Quiz**

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. Discussion Posts – two separate assignments, two deadlines for each assignment**

Although this is an online course, there are benefits from discussing the topics we will cover in this course with others! All students will be randomly assigned to a group at the start of the semester and each student is expected to contribute to the group discussion on a topic listed in the assignment upload in Webcourses. **There are TWO required posts for this assignment – students who do not upload the first post by the deadline noted above will earn a "0" for the entire assignment!**

**(1)** Upload a first post that responds to items Dr. Wright lists in the assignment upload area in Webcourses by Tuesday at 11:59pm.
**(2)** Upload a second post that responds to the items Dr. Wright lists in the assignment upload area in Webcourses by Friday at 11:59pm.

**Carefully read all provided instructions in Webcourses BEFORE starting this assignment!** You must upload the first post to earn credit for this assignment and your post must respond to the items in the assignment upload area of Webcourses *by the deadline.* 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!

**3. THREE Timed Quizzes**

To assess student understanding of assigned readings before the exam, there will be three quizzes consisting of multiple choice, true / false, and/or short answer questions. The quizzes are timed and open book, open note. Quizzes will be available for students to complete in Webcourses on the Fridays designated in the table above and in the Course Schedule below from 12am and 11:59pm EST.

**4. Florida Election Paper**

Students must submit a paper that presents the required details noted below for ONE Florida election that took place in 2020; the election must contain at least TWO candidates and can't center on the example provided in the details below. Focusing on the 2020 Presidential election, an election for a seat that is not in Florida, or an election that did not occur in 2020, are all examples of inappropriate elections for this assignment; **students who do not focus on an inappropriate election will receive a "0" for this assignment.** If you have any questions about the election you are interested in, reach out to Dr. Wright or the course GTA. Grading will be based on selection of an appropriate election, clarity, originality, and accuracy of discussion on the following items:

(1) Approximately one paragraph that clearly presents the name of the election being discussed (for example: 2020 General Election for Florida House of Representatives District 30) and the name of all candidates in the election (Joy Goff-Marcil and Bob Cortes).

(2) Approximately one paragraph that summarizes the background of each candidate in the election – this should discuss their party affiliation, previous political experience, and any details you find interesting or important. If there are two candidates in the election, you should provide two separate paragraphs – one paragraph for each candidate.
(3) Approximately one paragraph that summarizes key election rules and incorporates THREE specific key words from THREE different chapters of the C&E book. **The concepts you incorporate from the book chapter must be in bold in your submission or you will receive a reduction on your grade.**
(4) Approximately one paragraph that summarizes why you focus on the election and two specific items that you learned from completing the assignment.

**5. Student Choice**

Although this course provides a comprehensive overview of existing research related to voting and elections, this Course Syllabus by no means covers *all* the academic articles on the topics we will discuss. Students must use the steps outlined in the "Finding Academic Articles" page in Webcourses to identify, read, and summarize a ***political science*** academic article that is not assigned in this course, but relates to the topics we cover in this course. Grading will be based on accuracy, clarity, and discussion of items that are not included in the abstract of the academic article. The following items are the required elements that will be used to grade your submission; if you do not include these items, your submission will earn a "0":

(1) Provide the APA citation of a *political science* academic article that is not assigned in the course, but relates to a specific topic (or topics) that we cover.
(2) In no longer than two paragraphs, summarize the key points of the reading based on the sections outlined in the "Finding Academic Articles" page in Webcourses.
(3) In no longer than one paragraph, provide clear examples of TWO points in the academic article that connect to the discussion in the assigned readings for this course.
(4) In no longer than one paragraph, explain what you learned from reading the academic article that you didn't learn after completing the assigned readings for this course.

**6. Exam**

There is one exam in this course. All assigned academic articles and book chapters are "fair game" for the exam. The exam is timed, but is open book, open note and may consist of multiple choice, true/false, and/or short essay questions. The exam will be available in Webcourses from 12am to 11:59pm EST on the last day of class for this course – Friday, Week 6. Exams can only be accessed ONE time and students will select the specific start time that works best for them.

**OPTIONAL - Reflection Paper**

**Students interested in improving their grade in this course have the option of completing a Reflection Paper. This is a completely optional opportunity. If you decide to complete this assignment, you can earn up to 10 points toward your final grade; if you decide not to complete this assignment, your grade will not be impacted.** There is an

example of this assignment available in Webcourses. If you're interested in earning this extra credit, your submission must align with the example and be uploaded to Webcourses by the deadline noted in the Course Schedule below. Grading will be based on originality, accuracy, clarity, and structure of your response to the following items:

(1) In your own words, summarize the main idea of assigned readings. There should be a one paragraph discussion for each week – this means a total of seven paragraphs that summarize the key themes and main ideas of assigned readings from Weeks 1 to Week 6 of the course.

(2) Select the one book chapter that you found most interesting; do not focus on C&E, Chapter 1. In no more than one paragraph, state two specific points that you learned from the chapter – be specific and provide details.

(3) Select the one academic article that you found interesting. In no more than one paragraph, provide the APA citation of the article, describe the focus of the article, provide a detailed overview of existing explanations or theories in research that are discussed in the reading (this is a summary of the Literature Review section), explain the argument the author(s') are making and their expectations (this is the theory and hypothesis), SKIP THE MATH, provide a clear and accurate summary of their findings, and a sentence that explains why you selected this academic article. **Grading will be based on accuracy, clarity, and inclusion of specific points from the article that are not provided in the research abstract.**

(4) 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.

(5) In no longer than one paragraph, provide a detailed explanation of what you have learned from this course.

*Note: Check your submission after you upload it to Webcourses. Your submission should align with the provided example and cover the content explained above. If you realize after the deadline that you uploaded an inappropriate submission, you will earn a "0" on this assignment.*

*Additional Notes*

- This course is fully online. Students taking this course should have regular access to the internet and log into the course **frequently** (daily at a minimum). Enrolled students are responsible for any information provided by Dr. Wright and/or the course GTA via email, Webcourses Announcement, etc.
- There are several options for contacting Dr. Wright: via email at Kenicia.Wright@ucf.edu, through the "Inbox" tool in Webcourses, and by appointment. The course GTA is also available to answer questions or provide suggestions. Reach out to either of us as early in the course, and as frequently, as necessary!
- Students who aim to be successful in this course MUST complete all assigned readings and upload required submissions by the deadlines noted in the Course Schedule below. Completing tasks by a deadline is a skill that is necessary for a successful life outside of college, so 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 deadline. Closely review the Course Schedule below and if you are aware of a conflict, contact Dr. Wright as soon as possible to discuss your options.

- This course is seven weeks long, so you should contact Dr. Wright as early in the course as possible if you find yourself struggling. Do NOT wait until the final weeks of the course, because at that point Dr. Wright will have limited ability to help you.

**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 as possible. As mentioned throughout the Course Syllabus, 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: 92.5 - 100 points
A-: 89.5 - 92.4 points
B+: 86.5 - 89.4 points
B: 82.5 - 86.4 points
B-: 79.5 - 82.4 points
C+: 76.5 - 79.4 points
C: 72.5 - 76.4 points
C-: 69.5 – 72.4 points
D+: 66.5 - 69.4 points
D: 62.5 - 66.4 points
D-: 59.5 - 62.4 points
F: 59.4 points and below

**Course Schedule**

| Week and topic | Assignments and Due Dates | Required Readings |
|---|---|---|
| *Module 1: Course Introduction*<br>(May 17th to May 21st) | Assignment: Complete Syllabus Quiz (required financial aid activity) as soon as possible.<br><br>**May 21st: Drop/Swap Deadline on myUCF** | *By the end of the week*<br>- Course Syllabus<br>- Emailing a professor guidelines available here and here<br>- "Finding Academic Articles" page in Webcourses<br>- Pew Research Center (PRC) on Voter Engagement in 2020<br>- Ted Talk: The Fight for the Right to Vote in the US<br>- Video: The History of Voting Rights in the US<br>- C&E, Ch. 1 "Introduction" |
| *Module 2: The Electoral Process in America*<br>(May 24th to May 28th) | **Assignment: Discussion Post I**<br>(1) Students must upload their first post to the upload area in Webcourses by **May 25th at 11:59pm.** | *By Tuesday*<br>- C&E, Ch. 2 "The American Electoral Process"<br><br>*By Thursday* |

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| | (2) Students must upload their first post to the upload area in Webcourses by **May 28th at 11:59pm.** | - C&E, Ch. 3, "The Transformation of American Campaigns"<br>- PRC Electoral College reading<br>- Electoral College video |
| *Module 3: Financing Campaigns and Modern Campaign Strategies*<br>(May 31st to June 4th)<br><br>*Note: Memorial Day is May 31st, 2021* | **Assignments:**<br>**Quiz 1** will be available in Webcourses on Friday, June 4th at 12:01am until Friday, June 4th at 11:59pm. | *Before taking the quiz*<br>- C&E, Ch. 4 "Financing Campaigns" and Ch. 5 "Modern Campaign Strategies"<br>- Campaign finance videos here and here<br>- Ted Talks on Democracy and Corruption, The Power of the Youth Vote, and Fighting Voter Suppression |
| *Module 4: Political Parties and Interest Groups in the US*<br>(June 7th to June 11th) | **Assignments:**<br>**Quiz 2** will be available in Webcourses on Friday, June 11th at 12:01am until Friday, June 11th at 11:59pm.<br><br>**Discussion Post II**<br>(1) Students must upload their first post to the upload area in Webcourses by **June 8th at 11:59pm.**<br>(2) Students must upload their first post to the upload area in Webcourses by **June 11th at 11:59pm.**<br><br>June 11th: Withdrawal Deadline | *By Tuesday*<br>- C&E, Ch. 6 "Political Parties" and Ch. 7 "Interest Groups"<br><br>*By Thursday*<br>- Gerber, A. S., Huber, G. A., Doherty, D., & Dowling, C. M. (2012). Personality and the strength and direction of partisan identification. *Political Behavior*, 34(4), 653-688.<br>- Hajnal, Z., & Rivera, M. U. (2014). Immigration, Latinos, and white partisan politics: The new democratic defection. *American Journal of Political Science*, 58(4), 773-789.<br>- Complete the Big Five Personality Test<br>- Junn, J., & Masuoka, N. (2020). The Gender Gap Is a Race Gap: Women Voters in US Presidential Elections. *Perspectives on Politics*, 1-11.<br>- Kelly, N. J., & Kelly, J. M. (2005). Religion and Latino partisanship in the United States. *Political Research Quarterly*, 58(1), 87-95.<br>- Phan, N., & Garcia, J. A. (2009). Asian-Pacific-American Partisanship: Dynamics of Partisan and Nonpartisan Identities. *Social Science Quarterly*, 90(4), 886-910. |
| *Module 5: The Media and Political Campaigns*<br>(June 14th to June 18th) | **Assignments:**<br>**Quiz 3** will be available in Webcourses on Friday, June | *Before taking the quiz:* |

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|---|---|---|
| | 18th at 12:01am until Friday, June 18th at 11:59pm.<br><br>**Florida Election Short Paper** must be uploaded to Webcourses by Friday, June 18th at 11:59pm. | - C&E Ch. 8 “Media”, Ch. 9 “Presidential Campaigns”, Ch. 10 “Congressional Campaigns”, and Ch. 11 “State and Local Campaigns”<br><br>- 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.<br><br>- Boyd, C. L. (2016). Representation on the courts? The effects of trial judges’ sex and race. *Political Research Quarterly*, 69(4), 788-799.<br><br>- 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.<br><br>- Enders, A. M., & Scott, J. S. (2019). The increasing racialization of American electoral politics, 1988-2016. *American Politics Research*, 47(2), 275-303.<br><br>- Jost, J. T., Barberá, P., Bonneau, R., Langer, M., Metzger, M., Nagler, J., ... & Tucker, J. A. (2018). How social media facilitates political protest: Information, motivation, and social networks. *Political Psychology*, *39*, 85-118.<br><br>- 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.<br><br>- Rocha, R. R. (2007). Black-brown coalitions in local school board elections. *Political Research Quarterly*, 60(2), 315-327.<br><br>- 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.<br><br>- Tate, K. (2001). The political representation of blacks in Congress: Does race matter?. *Legislative Studies Quarterly*, 623-638.<br><br>- 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. |

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|---|---|---|
| *Module 6: Course Wrap-Up*<br>(June 21st to June 25th) | **Assignments:**<br>**Optional Reflection Paper** must be uploaded by Thursday, June 24th, at 11:59pm for consideration.<br>**Student Choice submissions** must be uploaded to Webcourses by ***Friday, June 25th at 11:59pm***.<br><br>**Exam**<br>*The exam will be available for students to complete in Webcourses on* ***Friday, June 25th at 12:01am*** *and will close on* ***Friday, June 25th at 11:59pm.*** | *Before completing the exam:*<br>- C&E, Ch. 12 "Voter Participation", Ch. 13 "Voter Choice", and Ch. 14 "Democracy in Action or a Broken System?"<br>- Jamal, A. (2005). The political participation and engagement of Muslim Americans: Mosque involvement and group consciousness. *American Politics Research*, 33(4), 521-544.<br>- 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.<br>- 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.<br>- Sadhwani, S. (2020). Asian American Mobilization: The Effect of Candidates and Districts on Asian American Voting Behavior. *Political Behavior*.<br>- Sanchez, G. R., Foxworth, R., & Evans, L. E. (2020). Sovereign Bodies: Native Nations, Native American Women, and the Politics of 2018. *Political Research Quarterly*.<br>- PRC Readings on the Widening Partisan Divides Over Freedom to Peacefully Protest and Satisfaction with Democracy<br>- Ted Talk: Increasing Voter Turnout |

## 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 slides, 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 per the discretion of the course instructor. Dr. Wright will upload the updated Course Syllabus to the "Syllabus" tab in Webcourses with a note that contains the date and 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.