POS2041 American National Government

Section 0W61

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

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General Course Information

Course Information

- Term: Fall 2023
- Course Number & Section: POS2041-0W61
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: Online
- Course Modality: Online

This course has received the following distinctions:

Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Phone: (407) 823-2608 (does not take messages)
- Digital Contact: **Please use the Webcourses@UCF messaging to contact me or the course GTAs.** We aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: https://cdl.ucf.edu/support/webcourses/guides/conversations/
- Office Hours (all times are EDT - Orlando time). Regular office hours will be held in person at my office (HPH 302) and/or through Zoom (the links are provided below). For these office hours, you do not need an appointment. Just come to the office or "join" the Zoom session at any point during that period by clicking on the link. If you wish to meet at a different time, send me a message through Webcourses to arrange a meeting.

Instructor Office Hours:

Day	**Time**
Tuesday	10:00 AM - 12:00 PM
Wednesday	9:00 AM - 10:00 AM*
Thursday	1:00 PM - 4:30 PM
By appointment	Contact me to arrange a meeting time

***Please keep in mind that every other week this session will be devoted to the Civic & Diversity Discussion, which is a session required by the Florida Legislature to enable students to speak on any topic that they wish to discuss. This is an optional opportunity.**

Graduate Teaching Assistants (GTAs)

GTAs are advanced graduate students who will be helping with the class. They will help with grading, providing feedback, and helping you with the material if you have any questions.

- GTA(s): TBA
- Digital Contact: Use the Webcourses@UCF messaging

GTA Office Hours

All office hours will be held in person at the PhD Office on the second floor of HPH

Name	**Day**	**Time**
TBA		

Enrollment Requirements

Course Prerequisites (if applicable): None
Course Co-requisites (if applicable): None
Other Enrollment Requirements (if applicable): N/A

Course Description

POS2041-American National Government has been designed to provide a comprehensive introduction to the concepts and issues of the United States government. It examines the structure, philosophy, accomplishments, and challenges of the American government. Students will examine and analyze why the American political system operates as it does, who wins and who loses in the process and why this system endures. In addition, this course will provide you with the tools to understand, effectively participate in, and influence the political process in order to address issues of importance to our communities.

The problems that we face as a society are multifaceted, and thus require that individuals with different backgrounds, training, and perspectives collaborate to elaborate and implement effective solutions. Universities are incubators of ideas and solutions to problems, and they play a crucial role in fostering an environment of collaboration and creativity. Thus, it is imperative that we learn how to do this

effectively. This course includes several assignments geared towards developing teamwork skills and strategies.

This course will be taught from a transdisciplinary and comparative perspective. This means that we will examine topics from a variety of angles and determine the linkages that exist between politics, society, culture, science, and the arts. In addition, we will continuously compare and contrast the United States to countries around the world to try to understand why certain patterns and phenomena are present in some contexts and not in others. This is based on the assumption that we can understand our own country better if we compare it against others.

This term our class will be working on several case studies. The objective of this is to apply what you learned in the course, to develop civic competency and professional skills, and to make connections with students in other career paths. The project is designed to introduce you to the career readiness competencies (competencies that employers are requiring all graduates to demonstrate), develop the skills needed to demonstrate these competencies, and prepare you to 'translate' your past and current experiences into your employment search tools.

These competencies/skills are*:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

* Source: NACE Career Readiness Initiative: https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

All of these competencies have been identified by employers as significant assets in hiring/promotion decisions.

General Education Program (GEP) Course* or "Why do I have to take this class"???

This is class is part of UCF's General Education Program (GEP). UCF's General Education Program provides students with a cohesive, integrative learning experience. Students complete courses in five program areas, each with its own set of learning outcomes, that enable them to plan, connect, and reflect as they move through their foundational classes.

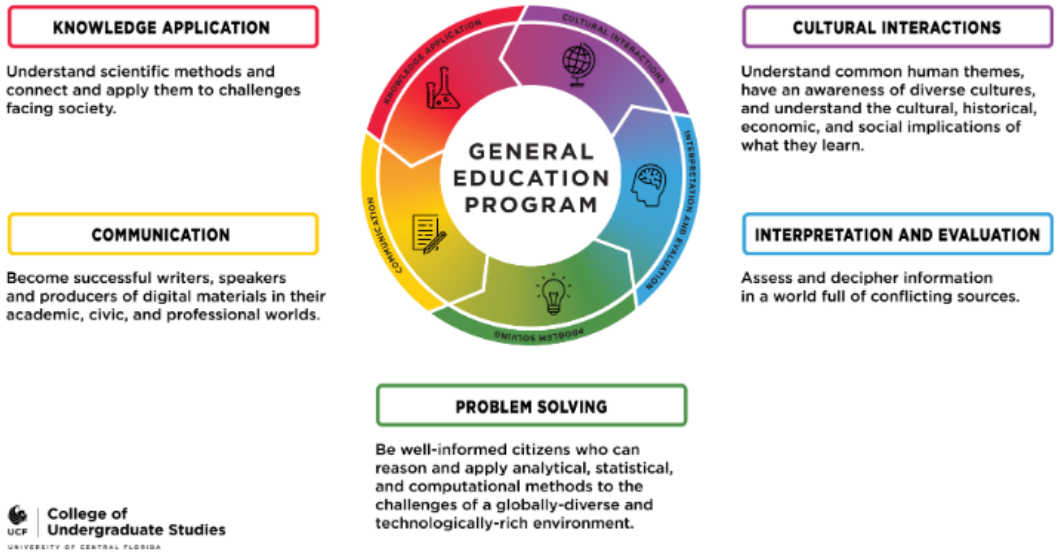
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and professional worlds.

The purposes of the UCF General Education Program (GEP) are

- to introduce students to a broad range of human knowledge and intellectual pursuits
- to equip students with the analytic and expressive skills required to engage in those pursuits
- to develop their ability to think critically
- to prepare them for life-long learning.

The GEP curriculum provides students with the intellectual, ethical, and aesthetic foundations necessary to make informed choices; to accept the responsibilities of working and living in a rapidly changing world; and to lead a productive and satisfying life.

POS2041 American National Government forms part of the "Interpretation & Evaluation" Foundation. As such it focuses on developing the skills to assess and decipher information in a world full of conflicting sources. The secondary foundation incorporated in this course is "Knowledge Application" but, of course, all of the Foundations are incorporated in some way or another. See if you can identify the Foundation for your own major!



* Source: UCF General Education Program, College of Undergraduate Studies

Format of the Course

This course is offered electronically via Webcourses. All course activities are to take place online. This includes the quizzes and exams. There are no scheduled face-to-face meetings for this course. Because there will be no face-to-face sessions, it is extremely important that you keep in mind and meet certain requirements. In order to successfully complete this course, you need to make sure that you:

1. have a secure and reliable internet connection. Please be aware that "I didn't have internet connection for two days" will not be accepted as an excuse for late submissions.
2. feel comfortable with the online tools that we will use in the course
3. have a high degree of self-discipline
4. are able to work independently, which means, among other things that you are able to read, understand and follow written instructions
5. are able to log into Webcourses every week to complete each module and read any announcements that might be posted for that week. Please keep in mind that the course requires work to be submitted every week and, thus, you cannot let the course slide for two weeks and then expect to catch up later. Please make sure that you can make this commitment before you decide to proceed with the course.

You can learn about online courses by visiting the Learn UCF website (http://online.ucf.edu/learn-online/).

The format of the course will be as follows: Modules will open on Tuesdays at 9:00 am and close on the following Monday at 11:59 pm. The only exception to this is the first week of class when Module 1 will open on the first day of class (Monday).

Module Schedule	
Modules Open on:	**Tuesdays, 9:00 am**
Modules Close on:	**Mondays, 11:59 pm**

Each module may also have its own internal deadlines. So it is important to log in soon after it opens to see what is required for that week.

Although I do my best to avoid changing the schedule, please make sure you check the class schedule often, as the schedule may change depending on several factors. In any case, I will make sure to post an announcement when a change is made to the syllabus or the class schedule. However, it is your responsibility to ensure that you read the class announcements and communications sent out by the instructor.

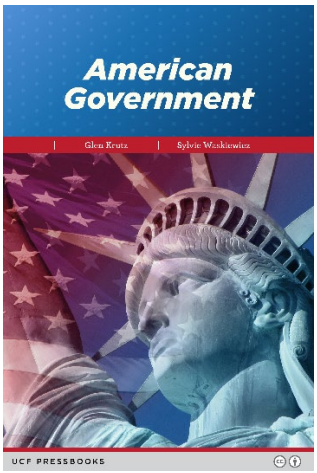
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face. For this reason, it is extremely important that you read and understand the syllabus and make sure that you will be able to comply with the terms set forth in this document.

Please keep in mind that online learning requires a great deal of planning and self-discipline in order to be successfully completed. Since we will be covering a great deal of material in 16 weeks, I highly recommend treating this course as a regular lecture course and keeping up with lectures and assignments on a weekly basis. Please do not be tempted to skip two weeks of the course and expect to catch up easily. Keep in mind that deadlines will be strictly observed in this course. If you miss a module (or more), you will not be able to make them up later. Once a module closes, work for that module cannot be submitted. This course is based on the idea that students learn best by being actively involved in the learning process. Thus, you are expected to read the material and be prepared to discuss it with your peers.

Course Materials and Resources

Required Textbook

The textbook for this class is:



OpenStax and Lumen Learning: *American Government (2e)*, https://pressbooks.online.ucf.edu/pos2041ac/ Print: American Government from OpenStax, Print ISBN 1947172654, Digital ISBN 1947172662, https://openstax.org/details/books/american-government-2e

Good news: your textbook for this class is available for free online! Your book is available in web view and PDF for free. You can use whichever format you want. The web view is recommended -- the responsive design works seamlessly on any device. In addition, the web version may include end-of-chapter review questions not included in the print version. However, if you prefer, you can also get a print version at a very low cost. If you wish to buy a hard copy of the book, you can purchase it on Amazon, but make sure you use the link on your book page on openstax.org so you get the official OpenStax print version (https://www.amazon.com/dp/1947172654). (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)

The link for each chapter is included in each week's module. To access each chapter you just have to click on the link provided in each module. To navigate through the chapter, you may use the "Next" or "Back" buttons located at the top and bottom of each chapter's screen.

Hardware/Software Requirements

The following hardware and software technologies are needed to complete the course:

- Desktop or laptop computer
- Webcam
- Microphone
- Either speakers or headphones
- Reliable access to the internet
- Access to Webcourses@UCF
- Access to ucf.zoom.us with NID and NID password

Student Learning Outcomes

The main objectives of this course are:

1. To provide students with a comprehensive introduction to the American system of government.
2. To provide students with an understanding of the ways in which the various branches of the government, as well as other political actors, operate in the context of the American political institutions and processes.
3. To show how the main political actors and institutions have changed over time.
4. To develop key skills required for the successful study of political science and for the graduate job market.
5. To provide students with the tools to become active and engaged citizens and to have the ability to make informed political decisions.

By the end of the course students should:

1. Develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Develop and demonstrate an understanding of the United States Constitution and its application.
3. Develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

In addition, this course will include activities designed to develop the NACE competencies identified above.

Course Activities

This course will consist of a combination of activities: quizzes, class discussions (Yellowdig tool), individual research, and short writing assignments. The course activities required in this course are described below.

Each module will have a set of activities you need to complete so a good strategy is to log into the course as soon as it opens to see what is required for that week. The weekly schedule for this course will be the following:

Module Schedule	
Modules Open on:	**Tuesdays, 9:00 am**
Modules Close on:	**Mondays, 11:59 pm**

If you have to miss a module due to illness or any other factor, don't worry since you will be able to make it up at the end of the term by taking the final exam.

Academic Engagement for Financial Aid Activity

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than the Friday of the first week of the term (11:59 pm). Failure to do so may result in a delay in the disbursement of your financial aid. Please open Module 1 to see what you need to do to complete this requirement.

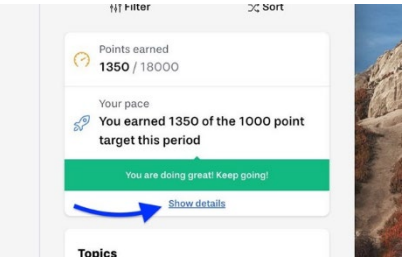
Module Quizzes

There are 11 module quizzes and each quiz is worth 3 points. Although you will see 16 modules on the schedule, please note that not all of them have quizzes. The quizzes are designed to test your knowledge on the reading assigned for that week and to prepare you for the section exam. To take the quizzes you will need to use Respondus LockDown Browser (for instructions consult the Respondus Guide). Only the top 10 quiz scores will count so if you miss one or you get a low score in one, don't worry. The lowest score will be dropped.

Weekly Discussions: Yellowdig Tool

It's my pleasure to welcome you to Yellowdig, our online class discussion platform. This is a new tool that we are piloting at UCF and is an alternative to the regular Webcourses discussion tool. Unlike typical ***Canvas*** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for ***20%*** of your course grade.

The points you earn in Yellowdig are passed to the ***Canvas*** grade book for your discussion credit. To learn more about how points work, see this help article along with the Show details link inside Yellowdig (shown in the image below).



To earn the ***20,000*** points required for an "A" in Yellowdig by the end of the course, you will need to reach ***1000*** points per week on average. Keep in mind that the last day to earn points is **November 27 (Week 14)**. This Community has a point buffer of ***35%***, meaning you can earn up to ***1350*** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 10000 points in one week!

At ***11:59 PM every Monday***, the weekly maximum points will reset, and you will again have until the following Monday to get up to the weekly maximum. If you are having a fun discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next ***Monday at 11:59 PM***.

A few additional recommendations:

- Watch Yellowdig's student orientation videos.
- Peruse the Features and Functionality section of Yellowdig's Knowledge Base.
- Check out Yellowdig's FAQ page.
- If you have any technical questions or are having trouble, send Yellowdig a support ticket here.

More information will be contained in each module.

Also, since Yellowdig is still in the pilot stages, we welcome your input regarding its usefulness and ease of use compared to the regular Canvas discussions.

Case Studies

Each module will require you to review a case study and to write a paper on your findings. Each case study will examine a specific question or issue related to that week's module. The paper should be between 2-3 pages (750 words minimum) and each paper will be worth 5 points. You only need to submit 3 case studies. If you submit all 4 case studies, the lowest score will be dropped. So, if you do the first 3 case studies, you do not need to do the final one.

Case studies can be done individually or by a team. Teams can have a maximum of 3 people. If submitting as a team, the same grade will apply to all the members of the team, so make sure that everyone contributes equally to the paper. **Please make sure to inform the GTA at least 5 days before the paper is due that you will be working in a team.**

Section Exams

There will be 4 section exams and a final exam. Each section exam will test the material covered in that section. You can use the weekly quizzes and other review materials provided within each module to review for the exam. Although there are 5 exams, only the highest 4 exams will count.

The final exam is cumulative and it is optional. In other words, if you are satisfied with your grade for the 4 section exams, then you do not need to take the final exam. You will receive a 0 but this grade will be dropped since only the top 4 exam scores will count.

Things to Keep in Mind:

- Extra Credit: There will be no extra credit assignments offered in this course.
- Students should have regular access to the internet and plan on logging into the course at least twice each week in order to get the class assignments.
- In addition, students should plan on at least five hours' worth of homework outside of class each week. This will consist of doing assigned readings and preparing for the in-class assignments.
- Late assignments <u>will not</u> be accepted since the lowest score for each category (module quizzes, section exams, and case studies) will be dropped.
- Make sure to check the "Grades" section in Webcourses often. Please be aware that <u>*no grade will be changed 1 week after the grade for a particular assignment has been posted.*</u>

- If you have a particular concern about a grade received, you need to make an appointment by email specifying the specific points which you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down. **Grades become final one week after the grades have been posted.**
- Please do come and see me or a GTA if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

Make-up Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with any of the exams, I will offer a reasonable opportunity for you to complete missed exams. The make-up exams and grading scale will be equivalent to the missed assignment and its grading scale but its format may be different.

Assessment and Grading Procedures

Grading Item	**Percentage**
Module Quizzes (11/3 points each)*	30
Yellowdig Discussions (weekly)	15
Case Studies (4 / 5 points each)*	15
Section Exams (5 / 10 points each)*	40
Total	**100**

***Keep in mind that the lowest score will be dropped**

Letter Grade	**Points**
A	94 – 100
A-	90 – 93.9
B+	87 – 89.9

B	84 – 86.9
B-	80 – 83.9
C+	77 – 79.9
C	74 – 76.9
C-	70 – 73.9
D+	67 – 69.9
D	64 – 66.9
D-	61 – 63.9
F	0 - 60.9

Grade Dissemination

In general, grades for each assignment will appear two weeks after the submission deadline. You can access your scores at any time by logging into your course through Webcourses. Mistakes can be made while entering the grades, so you are responsible for monitoring your grades and making sure that they are accurate. You have one week after the grades are posted to challenge or request a correction to your grades. After this time, grades become final.

If you wish to challenge your grade you must make an appointment with the professor and present the evidence to show that your grade is incorrect. Keep in mind that if a review has to be made of your graded assignment, the grade can go up or down depending on the review. The appointment can be either in person or by Zoom.

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

Although I make every effort to adhere to the dates set forth in the schedule, unforeseen events may make it necessary to change the dates. If this is the case, I will let you know as soon as possible. Please keep in mind that in case of a natural disaster or another type of emergency you should consult the UCF website for immediate information.

Fall 2023 Schedule

Date	Topic	Assignments/Notes
Section I: The Foundations of the American System		
Week 1 /August 21	Introduction: American Government and Civic Engagement	Week 1 Module Friday, Jan. 14: Drop/Swap Deadline on myUCF
Week 2 / August 29	The Constitution and its Origins	Week 2 Module
Week 3 / Sep. 5	American Federalism	Week 3 Module
Week 4 / Sep. 12	Section I Review and Assessment	Week 4 Module Section Exam and Case Study Due Monday, Sep 18
Section II: Civil Liberties and Civil Rights		
Week 5 / Sep. 19	Civil Liberties	Week 5 Module
Week 6 / Sep. 26	Civil Rights	Week 6 Module
Week 7 / Oct. 3	Section II Review and Assessment	Week 7 Module Section Exam and Case Study Due Monday Oct. 9

Section III: Toward Collective Action: Mediating Institutions		
Week 8 / Oct. 10	The Politics of Public Opinion and the Media	Week 8 Module
Week 9 / Oct. 17	Voting, Campaigns & Elections	Week 9 Module
Week 10 / Oct. 24	Political Parties and Interest Groups	Week 10 Module Friday, Oct. 27: Withdrawal Deadline
Week 11 / Oct. 31	Section III Review and Assessment	Week 11 Module Section Exam and Case Study Due Monday Nov. 6
Section IV: Formal Political Institutions		
Week 12 / Nov. 7	The Congress	Week 12 Module
Week 13 / Nov. 14	The Presidency & the Bureaucracy	Week 13 Module
Week 14 / Nov. 21	The Courts	Week 14 Module Thanksgiving Break: Nov. 22-25
Week 15 / Nov. 28	Section IV Review and Assessment	Week 15 Module Section Exam and Case Study Due Monday Dec. 4
Final Exam		

Week 16 / Dec. 5	Final Exam Week	Week 16 Module **Final Exam (Optional):** **Opens: Tuesday, December 5 (9:00 AM)** **Closes: Saturday, December 9 (11:59 PM)**

The following are important UCF guidelines and resources that you should be aware of.

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

Course Policies

Webcourses:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your professor. The Webcourses site will have up-to-date information on topics, class assignments, schedule and so on. In addition, each class module will include useful tools for exam preparation and to add to the material presented in class. My recommendation is to check Webcourses regularly for updates.

Class Communication:

In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. When sending an email be sure to observe the protocols set out in the syllabus. If you are unsure of how to write an email with the proper salutation and closing, you might want to consult the following site: Email Etiquette (by Ali Hale in *Daily Writing Tips*). It is the student's responsibility to

check Webcourses frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university. If for any reason you cannot log into Webcourses, you may use my office email address which is: Annabelle.conroy@ucf.edu. You may also call or come to my office (information provided above) but keep in mind that the office staff do not take messages over the phone.

Academic Integrity

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see UCF's Golden Rule Z Designation.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 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.

Campus Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

-
    - To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to myUCF and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including 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.

Deployed Active Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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.

In this class, we will be using a discussion tool called Yellowdig. Please visit their Privacy, Security, and Accessibilitypages for more information on these topics.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at UCF Let's Be Clear and UCF Cares.