PUP3204H-23Spring 0201

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Honors Sustainability PUP 3204H

SPSIA, College of Science

Number of Credit Hours: 3

Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302
- Office Hours: Tuesday 11 - 1pm and Thursday 11 to 12.30pm, Virtual hours are possible only by appointment.
- Digital Contact: **All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**

  Email:jacopo.baggio@ucf.edu(only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

Course Information

- Term: Spring 2023 Semester and year
- Course Number & Section: PUP 3204H
- Course Name: Sustainability
- Credit Hours: 3
- Class Meeting Days: Tuesday/Thursday
- Class Meeting Time: 3pm - 4.15pm
- Class Location: BA1 O213
- Course Modality: P

SYLLABUS DISCLAIMER:

This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via canvas.

Course Description

This course is divided into two sections touched upon each week. In the first section of the week lecture style presentations will be given and aimed to equip students with theories and frameworks that are apt to analyze current issues related to sustainability. The second weekly section is student led and relates to putting into practice the lecture and reading materials and contextualize it with examples related to sustainability.

During the course, the students will become acquainted with the different conceptualization and frameworks related to the analysis of common pool resources, resilience and social ecological systems. These conceptualization will allow students to analyze, assess and discuss several sustainability problems such as biodiversity, climate change, energy etc.

Student Learning Outcomes

A student who has passed the course will be able to

Knowledge: Have knowledge of the different frameworks and theories applied to assess and solve complex environmental issues from a social-ecological perspective. This will include an in-depth knowledge about social dilemmas and collective action as well as managing common pool resources, resilience, adaptive management and co-management in social-ecological systems.

Competence and skills: Compare and critically assess the different theories and frameworks proposed and use the appropriate lens to assess and find solutions to current issues in environmental politics. Further, students, via independent work, will need to learn to plan and conduct a mini-research project leading to two presentations and one final essay. They will, hence, have to produce a written piece of work following standards observed for submission to peer-reviewed journals, including proper citation and use of references.

Course Activities

- Discussing current issues in class weekly on Thursday
- Two full presentations
- One Final E

- One Final Essay
- No extra credit will be provided.

More in detail:

Course Activities

Discussion Assessment: Discussion (30 points)

During the course you will be required to discuss the weekly topic. Discussion takes the following form:

- You will auto-select groups that will discuss specific weekly topics. (if auto-selection is not possible I will assign you in groups)
- Each group will need to submit written highlights of the in-class discussion.

Discussions should:

Critically assess the topic assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the topic/papers assigned. Generally you should Outline the relative strengths or weaknesses of the topics and papers. As a guide, you can think of trying to concentrate on the following questions:

- What question are being addressed?
- What are the method/approaches used? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- Are the method employed appropriate?
- Do the assumptions made about a specific topic match the world we see?
- What are the main features/highlights of a specific topic and how can it be applied to real world examples?
- How were the results derived or computed?
- What is the general context and can it be applied to specific examples? (choose the examples)
- What are limitations and how can we improve upon them?

First Presentation (20 points) –

The first presentation should include a research question you are interested in (or problem statement) related to sustainability.

During the first presentation you are expected to synthetize and apply appropriately the different theories/frameworks learned in class to the problem of your choice. You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to

references to the literature and clarify assumptions underlying your choices. You should be able to also present how you intend to proceed to address the research question/problem statement you are proposing.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.
- The first presentation should aim to clarify: Literature (theories/frameworks), research question and assumptions as well as methods that you intend to use for your final paper.

Second Presentation (20 points)

The second presentation should actually be akin your final paper and should present it, as you would at a conference. Hence this presentation implies that you will have a specific motivation for the research you are presenting, a clear problem statement/research question, a clear background, clear methods and analysis as well as results and discussion and implications for the policy/political arena. You should incorporate feedback received during your first presentation.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and to your first presentation.
- Incorporate feedback from the first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the topic of your choice.

Final Paper (30 points)

The final project is due the last week of class (or week 16)

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your ability to coherently write a paper that, if done well, can lead to a “submission for a peer review journal”. It has to involve an in-depth analysis of a topic of your choice that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:

- The final research project paper should contain a brief literature review on the topic you are working on, description of the analysis and justifying your choices and assumptions, results, limitations, discussion and conclusion.
- **You are not allowed to use quotes,** and the essay will be submitted via Turn-It-In.
- You need to cite at least 10 peer review articles that deal with the topic of your choice.
- APA style is required as well as proper citation.

The essay must be at least 2000 words, not to exceed 2500 words without counting references.

Activity Submissions

Assignments must be submitted via **Webcourses@UCF (mailto:Webcourses@UCF)** .

Expectations

It is expected that students read the material provided. Students should engage with **all the material provided and are strongly encouraged to search for additional materials**. In other words:

- Read the text assigned, think and critically assess the readings,
- Search for papers assigned and other that are important for your essay / presentation.
- Prepare for and participate in the weekly discussions.
- Read the material
- Turn in the assignments on time.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit **http://www.turnitin.com (http://www.turnitin.com/)** .

Grades

A maximum of 100 points is given in this course. You will be evaluated via 2 presentations, 1 final essays, and weekly discussions. Essay and presentation will assess your ability to critically think and

engage with the material proposed as well as searching for material other than the one presented in class. Weekly seminars are built to assess and discuss current issues related to sustainability based on the topics presented on Tuesdays.

Excusable late assignments and make up work conditions: Only for medical reasons or for UCF excusable events.

Late assignments: Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be considered and evaluated 0 points.

Details of the presentations and essays will be discussed via Webcourses@UCF (Canvas) conversation boards and/or during office hours.

Make-up Exams and 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 your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
In Class Discussions	30%
Presentation 1	20%
Presentation 2	20%
Essay Project	30%

Total	100%

The table shows the range for each letter grade and uses a plus/minus system.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Consult the latest Undergraduate or Graduate **catalog (http://catalog.ucf.edu/)** for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

The course will have regular lectures on Tuesdays and student driven discussions/presentations on Thursdays.

Week 1:

Tuesday Jan 10: Introduction to the course. What we will do, what is expected, what are the aims and objectives and
the philosophy behind the teaching of this course
Establishing groups for presentations - canvas groups
How and where to search and how to read a peer-reviewed article. Check:
http://www.raulpacheco.org/2017/06/writingpapers/
(http://www.raulpacheco.org/2017/06/writingpapers/)

Thursday Jan 12: No class due to the Southern Political Science Association Conference. - Finalize Groups for Weekly Discussions

Friday Jan 13: Deadline to Document Academic Activity (Quiz)

Week 2:

Readings:

- Amaral, L. A., & Ottino, J. M. (2004). Complex networks.*The European Physical Journal B-Condensed Matter and Complex Systems*, *38*(2), 147-162
- Baggio, J.A. (2017). Complex Adaptive Systems, Simulations and Agent-Based Modelling. In R. Baggio & J. Klobas (Eds.), *Quantitative research methods in tourism: a handbook, 2nd Edition* (pp. 363-396). Bristol: Channelview
- Baggio, J.A., Baggio, R. (2020). Chapter 1: Systems and Tourism Systems in Modelling and Simulations for Tourism and Hopsitatility. Bristol, Channelview. (forthcoming) ISBN: 9781845417413
- Glouberman, S., & Zimmerman, B. (2002). *Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like?Commission on the Future of Health Care in Canada* (Vol. 8)

Tuesday Jan 17: Complexity Theory What is a system? What is the difference between simple, complicated and complex system? Examples of complex systems vs complicated systems.

Thursday Jan 19: Group 1: Present how complexity is taken or not taken into account in when it comes to sustainability

Week 3:

Readings:

- Dietz, T. (2003). Struggle to Govern the Commons. *Science*, *302*(5652), 1907–1912
- Hardin, G. (1968). The Tragedy of the Commons. *Science*, *162*(3859), 1243–1248.
- Ostrom, E. (1998). A behavioral approach to the rational choice theory of collective action: Presidential address, American Political Science Association, 1997. *American political science review*, *92*(1), 1-22
- Baggio, J. A., Barnett, A. J., Perez-Ibara, I., Brady, U., Ratajczyk, E., Rollins, N., … Janssen, M. A. (2016). Explaining success and failure in the commons: The configural nature of Ostrom's institutional design principles. *International Journal of the Commons*, *10*(2).

Tuesday Jan 24: Common pool resources and social dilemmas

Thursday Jan 26: Group 2: Presentation/Discussion Lead on common pool resources and their relation to the global arena

Week 4:

Readings:

- Ostrom, E. (2006). The value-added of laboratory experiments for the study of institutions and common-pool resources. *Journal of Economic Behavior & Organization*, *61*(2), 149-163
- Baggio, J. A., Rollins, N. D., Pérez, I., & Janssen, M. A. (2015). Irrigation experiments in the lab: Trust, environmental variability, and collective action. *Ecology and Society*, *20*(4), 12.
- Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. *Science*,*328*(5978), 613–617.
- Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. *Agricultural Systems*, *109*, 65-75.

Tuesday Jan 31: Common pool resources in Action: behavioral experiments to assess collective action

Thursday Feb 2: Group 3: Presentation/Discussion Lead on behavior and implication on sustainability

Week 5:

Readings:

- Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. *Annual Review of Anthropology*, *35*(1), 59–74.
- Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., ... & Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *science*, *347*(6223), 1259855
- O'Neill, Daniel W., Andrew L. Fanning, William F. Lamb, and Julia K. Steinberger. "A good life for all within planetary boundaries." *Nature sustainability* 1, no. 2 (2018): 88-95.
- Kim, R. E., & Kotzé, L. J. (2021). Planetary boundaries at the intersection of Earth system law, science and governance: A state-of-the-art review. *Review of European, Comparative & International Environmental Law*, *30*(1), 3-15.
- Milkoreit, M., Hodbod, J., Baggio, J., Benessaiah, K., Calderón-Contreras, R., Donges, J. F., ... & Werners, S. E. (2018). Defining tipping points for social-ecological systems scholarship—an interdisciplinary literature review. *Environmental Research Letters*, *13*(3), 033005.

Tuesday Feb 7: Planetary Boundaries and implications on sustainable development goals

Thursday Feb 9: Group 4: Presentation/Discussion Lead on how planetary boundaries should (or not) influence sustainability discourse

Week 6:

Readings:

- Allen, C. R., Angeler, D. G., Garmestani, A. S., Gunderson, L. H., & Holling, C. S. (2014). Panarchy: theory and application. *Ecosystems*, *17*(4), 578-589.
- Epstein, G., Vogt, J. M., Mincey, S. K., Cox, M., & Fischer, B. (2013). Missing ecology: integrating ecological perspectives with the social-ecological system framework. *International Journal of the Commons*, *7*(2), 432-453.
- Ostrom, E. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science*, *325*(5939), 419-422
- Ostrom, E. (2011). Background on the institutional analysis and development framework.*Policy Studies Journal*, *39*(1), 7-27.

Tuesday Feb 14: Social-Ecological Systems

Thursday Feb 16: Group 5: Implications of social-ecological systems lens on sustainability

Week 7:

Readings:

- Cumming, G., Cumming, D. H., & Redman, C. (2006). Scale mismatches in social-ecological systems: causes, consequences, and solutions. *Ecology and society*, *11*(1).
- Cumming, G. S., Olsson, P., Chapin, F. S., & Holling, C. S. (2013). Resilience, experimentation, and scale mismatches in social-ecological landscapes. *Landscape Ecology*, *28*(6), 1139-1150.
- Epstein, G., Pittman, J., Alexander, S. M., Berdej, S., Dyck, T., Kreitmair, U., ... & Armitage, D. (2015). Institutional fit and the sustainability of social–ecological systems. *Current Opinion in Environmental Sustainability*, *14*, 34-40.
- Sayles, J. S., & Baggio, J. A. (2017). Social–ecological network analysis of scale mismatches in estuary watershed restoration. *Proceedings of the National Academy of Sciences*, *114*(10), E1776-E1785.
- Sayles, J. S., & Baggio, J. A. (2017). Who collaborates and why: Assessment and diagnostic of governance network integration for salmon restoration in Puget Sound, USA. *Journal of environmental management*, *186*, 64-78.

Tuesday Feb 21: Scale Mismatches in time, space and scope

Thursday Feb 23: First Presentation - 11 Randomly chosen students

Week 8:

Readings:

- Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. *Proceedings of the National Academy of Sciences*, *112*(46), 14402–14403
- Baggio, J. A., Brown, K., & Hellebrandt, D. (2015). Boundary object or bridging concept? A citation network analysis of resilience. *Ecology and Society*, *20*(2), 2.
- Biggs, R., Schlüter, M., Biggs, D., Bohensky, E. L., BurnSilver, S., Cundill, G., … West, P. C. (2012). Toward Principles for Enhancing the Resilience of Ecosystem Services. *Annual Review of Environment and Resources*, *37*(1), 421–448. http://doi.org/10.1146/annurev-environ-051211-123836
- Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement:

- Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement: Resilience of What to What? *Ecosystems*,*4*(8), 765–781.
- Folke, C. 2006. Resilience: the emergence of a perspective for social-ecological systems analyses. Global Environmental Change 16: 253-267.
- Walker, B., Gunderson, L., Kinzig, A., Folke, C., Carpenter, S., & Schultz, L. (2006). A handful of heuristics and some propositions for understanding resilience in social-ecological systems. *Ecology and society*, *11*(1).
- Walker, B., Holling, C. S., Carpenter, S., & Kinzig, A. (2004). Resilience, adaptability and transformability in social–ecological systems. *Ecology and society*, *9*(2).

Tuesday Feb 28: Resilience

Thursday Mar 2: First Presentation - 11 Randomly chosen students

Friday Mar 3: Swapping groups for the second round of group presentations if you decide to do so.

Week 9:

Readings:

- Allen, C. R., Fontaine, J. J., Pope, K. L., & Garmestani, A. S. (2011). Adaptive management for a turbulent future. *Journal of environmental management*, *92*(5), 1339-1345.
- Crona, B., & Parker, J. (2012). Learning in support of governance: theories, methods, and a framework to assess how bridging organizations contribute to adaptive resource governance. *Ecology and Society*, *17*(1).
- DeCaro, D. A., Chaffin, B. C., Schlager, E., Garmestani, A. S., & Ruhl, J. B. (2018). Theory and research to study the legal and institutional foundations of adaptive governance. In *Practical Panarchy for Adaptive Water Governance*(pp. 269-288).
- Olsson, P., Gunderson, L., Carpenter, S., Ryan, P., Lebel, L., Folke, C., & Holling, C. S. (2006). Shooting the rapids: navigating transitions to adaptive governance of social-ecological systems. *Ecology and society*, *11*(1).
- Plummer, R., & Armitage, D. (2010). Integrating perspectives on adaptive capacity and environmental governance. In *Adaptive capacity and environmental governance*(pp. 1-19). Springer, Berlin, Heidelberg

Tuesday Mar 7: Adaptive management

Thursday Mar 9: Group 1: Discuss and present on adaptive management in social-ecological systems and its relation to sustainability

Spring Break - Mar 13-19

Spring Break - Mar 13-19

Week 10:

Readings:

- Baird, J., Plummer, R., Schultz, L., Armitage, D., & Bodin, Ö. (2018). Integrating Conservation and Sustainable Development Through Adaptive Co-management in UNESCO Biosphere Reserves. *Conservation and Society*, *16*(4), 409-419.
- Fabricius, C., Folke, C., Cundill, G., & Schultz, L. (2007). Powerless spectators, coping actors, and adaptive co-managers: a synthesis of the role of communities in ecosystem management. *Ecology and Society*, *12*(1).
- Olsson, P., Folke, C., & Berkes, F. (2004). Adaptive comanagement for building resilience in social–ecological systems. *Environmental management*, *34*(1), 75-90.
- Olsson, P., Folke, C., & Hahn, T. (2004). Social-ecological transformation for ecosystem management: the development of adaptive co-management of a wetland landscape in southern Sweden. *Ecology and Society*, *9*(4).

Tuesday Mar 21: Co-Management in Social-Ecological Systems

Thursday Mar 23: Group 2: Discuss and present on co-management for sustainability

Week 11:

Readings:

- Adger, W. N., & Barnett, J. (2009). Four reasons for concern about adaptation to climate change. *Environment and Planning A*, *41*(12), 2800-2805.
- Bennett, E. M., Solan, M., Biggs, R., McPhearson, T., Norström, A. V., Olsson, P., ... & Carpenter, S. R. (2016). Bright spots: seeds of a good Anthropocene. *Frontiers in Ecology and the Environment*, *14*(8), 441-448.
- Kates, R. W., Travis, W. R., & Wilbanks, T. J. (2012). Transformational adaptation when incremental adaptations to climate change are insufficient. *Proceedings of the National Academy of Sciences*, *109*(19), 7156-7161.
- Moore, M. L., Tjornbo, O., Enfors, E., Knapp, C., Hodbod, J., Baggio, J. A., ... & Biggs, D. (2014). Studying the complexity of change: toward an analytical framework for understanding deliberate social-ecological transformations. *Ecology and Society*, *19*(4)
- Pelling, M., O'Brien, K., & Matyas, D. (2015). Adaptation and transformation. *Climatic Change*, *133*(1), 113-127.
- Pereira, L., Bennett, E., Biggs, R., Peterson, G., McPhearson, T., Norström, A., ... & Vervoort, J.

(2018). Seeds of the future in the present: Exploring pathways for navigating towards “good” Anthropocenes.

Tuesday Mar 28: Adaptation and Transformation

Thursday Mar 30: Group 3: Discuss and present on adaptation and transformation for sustainability

Week 12:

Readings:

- Hák, T., Janoušková, S., & Moldan, B. (2016). Sustainable Development Goals: A need for relevant indicators. Ecological indicators, 60, 565-573.
- Sachs, J. D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N., & Rockström, J. (2019). Six transformations to achieve the sustainable development goals. Nature sustainability, 2(9), 805-814.
- Pradhan, P., Costa, L., Rybski, D., Lucht, W., & Kropp, J. P. (2017). A systematic study of sustainable development goal (SDG) interactions. Earth's Future, 5(11), 1169-1179.
- Singh, G. G., Cisneros-Montemayor, A. M., Swartz, W., Cheung, W., Guy, J. A., Kenny, T. A., ... & Ota, Y. (2018). A rapid assessment of co-benefits and trade-offs among Sustainable Development Goals. Marine Policy, 93, 223-231.

Tuesday Apr 4: Sustainable development goals

Thursday Apr 6: Group 4: Discuss and present on trade-offs and synergy of the sustainable development goals

Week 13:

Readings:

- Baggio, J. A., Freeman, J., Coyle, T. R., & Anderies, J. M. (2022). Harnessing the benefits of diversity to address socio-environmental governance challenges. Plos one, 17(8), e0263399.
- Freeman, J., Baggio, J. A., & Coyle, T. R. (2020). Social and general intelligence improves collective action in a common pool resource system. Proceedings of the National Academy of Sciences, 117(14), 7712-7718.
- Baggio, J. A., Freeman, J., Coyle, T. R., Nguyen, T. T., Hancock, D., Elpers, K. E., ... & Pillow, D. (2019). The importance of cognitive diversity for sustaining the commons. Nature communications, 10(1), 1-11
- Aminpour, P., Schwermer, H., & Gray, S. (2021). Do social identity and cognitive diversity correlate in environmental stakeholders? A novel approach to measuring cognitive distance within and

in environmental stakeholders? A novel approach to measuring cognitive distance within and between groups. Plos one, 16(11), e0244907
- Cronin, M. A., & Weingart, L. R. (2019). Conflict across representational gaps: Threats to and opportunities for improved communication. Proceedings of the National Academy of Sciences, 116(16), 7642-7649.

Tuesday Apr 11: Diversity, collective action, common pool resources and sustainability

Thursday Apr 13: Group 5: Discuss/present on diversity and collective action for sustainability

Week 14:

Tuesday Apr 18: Second Presentation - 11 randomly chosen students

Thursday Apr 20: Second Presentation - 11 randomly chosen students

Week 15:

Tuesday Apr 26: Final Essay Due

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/services/)**. 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 (https://www.ucf.edu/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 (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Academic Integrity

Students should familiarize themselves with UCF's **Rules of Conduct (https://scai.sdes.ucf.edu/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 (https://academicintegrity.org/)**.

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (http://wpacouncil.org/node/9)**".

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. (https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf)** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will

be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade)** .

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons 185, **sas@ucf.edu (mailto: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.

EMERGENCY

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at **http://emergency.ucf.edu/emergency_guide.html (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, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see the **AED Locations Page (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** .
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to **https://my.ucf.edu (https://my.ucf.edu/)** 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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video
  You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)

  (https://youtu.be/NIKYajEx4pk)

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

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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-Class Recording Statement

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.