PUP3204-25Spring 0W60

PUP 3204: Sustainability

Environmental politics through the lens of "sustainability." Attention devoted to the relationships of culture, economics, and ecology.

Instructor Information

- Instructor: Bailey Sellers, Ph.D. Candidate, School of Politics, Security and International Affairs at the University of Central Florida
- Office Location: Online
- Contact: Webcourses@UCF messaging
- Office Hours: Mondays & Tuesdays 10:00 am to 11:00 am via Zoom.
- Contact: Webcourses@UCF messaging
    - All course-related issues must 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 48 hr (except during holidays).
    - Communication initiated Friday after 5pm may not receive a reply until Monday.
- Email: bailey.sellers@ucf.edu
    - This only for urgent communication NOT related to the course.
    - All course related communication must happen via Canvas.

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 Webcourses@UCF.

Course Information

- Term: Summer 2025
- Course Number: PUP 3204
- Course Name: Sustainability
- Credit Hours: 3
- Class Meeting Days: Online
- Course Modality: W (fully online)

Course Materials

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day. You can easily access the required materials for this course at a discounted price, and benefit from single

sign-on access with no codes required in Canvas. The School of Politics? Security and International Affairs will bill you at the discounted price as a course charge for this course. It is NOT recommended that you Opt-Out, as these materials are required to complete the course. You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price and access to your materials may be suspended.

Enrollment Requirements

Course Prerequisites (if applicable): none, but an interest in sustainability is recommended :)

Course Introduction

Today the world is changing at an unprecedented rate. Changes are coming fast, due to environmental, technological and socio-economic changes. Sustainability, concerned with issues relating to the ability of present society to enjoy resources and levels of wealth, while not jeopardizing the ability of future generations to do so, is becoming more prominent.

The objective of this course is giving students the ability to critically think around issues related to sustainability, increase knowledge on issues related to socio-economic, political, demographic processes as well as environmental ones concerning the sustainable use of resources, and be able to present concisely and clearly problems and potential solutions to current and possible future concerns related to "sustainability".

Course Description

This course is an introduction to concepts related to sustainability, resilience and common pool resources. The course will focus on introducing concepts, metrics and examples of issues and problems that fall under the umbrella of "sustainability" with a focus on managing common pool resources sustainably and an introduction to resilience and social-ecological systems. Both traditional lecture and student led lectures/presentation will be used in this class.

Student Learning Outcomes

By the end of the semester student should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that exist when dealing with "sustainability" as well as "resilience" and have a more holistic view related to problem solving and the environment. Further, by the end of the course, students should be:

- Familiar with concepts related to sustainability (sustainability, equity, legitimacy, fairness etc.), common pool resources (social dilemmas, common pool resource systems etc.), and resilience (social-ecological systems, resilience, vulnerability etc.)
- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to search for added information using proper peer-reviewed literature (e.g. via google scholar, or the library, or ISI web of knowledge etc.)

Finally, students will be evaluated via:

- Weekly Group Discussions (10)
- One video presentation or one 1,000 word essay on the topic of your choice but related to sustainability
- One 1,000-word essays that blends concepts learned during this course and a topic of your choice.
- Mid-Term and Final Exam

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 others that are important for your essay/video 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 that instructors can use to quickly and easily compare each student's assignment with billions of websites, 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.comLinks to an external site..

Required Books

1. Sustainability¿The.Basics by Peter Jacques (either the first or the second edition)
2. Sustaining.the.Commons?Anderies and Janssen freely available here: http://sustainingthecommons.asu.edu

Grades

A maximum of 100 points is given in this course. You will be evaluated via 1 video presentation/essay, 1 final essay, 10 weekly discussions and 2 exams (1 mid-term and 1 final). Essay and/or video 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. Exams will be based on course content that comprises the material covered in the modules and the readings assigned. Weekly discussions are build to assess and discuss current issues related to sustainability and the module/weekly topics

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 video 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 at least one week ahead of time to notify me of upcoming needs.

Weekly Discussions

Weekly you will be required to post a discussion post and reply twice to two different original discussion posts of your class-mates. Each original discussion post has to be at least 100 words in length and needs to be pertinent to the topic discussed. Each "response" must be at least 50 words in length. Failure to post an original 100-word discussion post, AND 2 responses at least 50 words long will lead to 0 points for that discussion.

Video Presentation

If you choose to build a video presentation (max 5 minutes), the evaluation will take into account content (you will need to research new content that goes beyond what has been done in class), style and flow of the presentation as well as the delivery.
Presentations will be evaluated on:

- Content -- based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the presentation
- Use of introductory and concluding paragraph
- Consistency of the presentation (is it one presentation or is it a puzzle/collage of multiple not "well related" presentations?)

Essays

All Essays will be submitted to Turnitin, avoid plagiarism!
Essays are can be done on the topic of your choice. Essays must be:

- Maximum 1000 words
- Formatting:
    - Line spacing: 1.5

    - Font: Times New Roman or Arial or Calibri
    - Font Size: 11 or 12
- Contain at least 5 peer-reviewed articles outside the ones assigned. These articles will need to be appropriately referenced (either APA or Chicago style referencing must be used).
- No quotations are allowed, you must paraphrase or summarize other people's work. Essays with quotations will be deducted at least 5 points.

Essays will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the essay
- Correct use of sources (at least 5 sources outside the once assigned and optional readings of the syllabus, plus sources that are present in the syllabus)
- Concluding paragraph in which the student evaluates the argument, and draws her/his own conclusions.

Exams

Based on the readings assigned (books and papers) and the modules' content. Exams will be in the form of multiple-choice questions AND open-ended questions.

Assignment Submission

All assignments must be submitted via Webcourses@UCF. They will need to be uploaded as pdf, playable video format or word-documents. Any other file format will not be taken into consideration. All assignments must to be uploaded individually by each class participant. Exams will be on Webcourses@UCF (quizzes)

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Weekly Discussions - Modules 2, 3, 4, 6, 7, 9, 10, 11, 12, 13. Discussions are due on Sundays at 11:59 pm.	Discussion	3 points each (max 30 points)	Use discussion board for the module/week on Webcourses@Ucf
Sunday, Feb 9th at 11:59 pm	1000 Word Essay/Video Presentation #1	15	Upload essay or video presentation on Webcourses@Ucf
Monday, March 3rd at 11:59 pm.	Mid-Term Exam	15	On Webcourses@Ucf

Sunday, April 20th at 11:59 pm	1000 Word Essay/Video Presentation #2	20	Upload essay on Webcourses@Ucf
Monday, April 25th at 11:59 pm.	Final-Exam	20	On Webcourses@Ucf

Grade Conversion (Points acquired in this course to Letter)

Grade Points Acquired	Grade
=>93	A
=>90	A-
=>87	B+
=>83	B
=>80	B-
=>77	C+
=>73	C
=>70	C-
=>60	D
< 60	F

Grade Dissemination
Grades will be recorded and posted in Webcourses@UCF and will follow student data classification and security standards
Extra Credit: NO extra credit will be offered during this course.

Course Schedule and important dates
This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. Students are required to search and download the readings assigned. In bold the readings that are considered necessary and mandatory.

Module	Topic	Assignment(s)	Readings
Module 0 and Module 1	Course Orientation Searching, reading and referencing appropriately peer-reviewed papers	Syllabus Quiz - academic engagement	Check this blog out, great resource for searching, reading, writing papers: http://www.raulpacheco.org/2017/06/writingpapers (Links to an external site.)Links to an external site.

Module 2	Sustainability Basics Sustainability Principles	Weekly Discussion	Jacques,Sustainability¿TheBasics, Chapter1 Goodland, R. (1995). The Concept of Environmental Sustainability. Annual.Review.of.Ecology.and.Systematics, 8❷(1), 1–24. http://doi.org/10.1146/annurev.es.26.110195.000245 (Links to an external site.)Links to an external site. Dixon, J. A., & Fallon, L. A. (1989). The concept of sustainability: Origins, extensions, and usefulness for policy. Society.and.Natural. Resources, 8(1), 73–84. http://doi.org/10.1080/08941928909380675Links to an external site. Princen, T. (2003). Principles for Sustainability: From Cooperation and Efficiency to Sufficiency. Global.Environmental.Politics, 9(1), 33–50. http://doi.org/10.1162/152638003763336374Links to an external site.
Module 3	What are the commons?	Weekly Discussion	Anderies and Janssen, Sustaining the Commons, Chapter 1.1 to 1.4 (1.5 is an outline of the book) Hardin, G. (1968). The Tragedy of the Commons. Science, 7❷8(3859), 1243–1248. http://doi.org/10.1126/science.162.3859.1243 (Links to an external site.)Links to an external site. Dietz, T. (2003). Struggle to Govern the Commons. Science, 968(5652), 1907–1912. http://doi.org/10.1126/science.1091015Links to an external site. Lambert, J., Epstein, G., Joel, J., & Baggio, J. (2021). Identifying Topics and Trends in the Study of Common-Pool Resources Using Natural Language Processing. International.Journal.of.the.Commons, 7❶(1), 206. https://doi.org/10.5334/ijc.1078
Module 4	Design principles for Common Pool Resources	Weekly Discussion	Anderies and Janssen, Sustaining the Commons, Chapter 7 Cox, M., Arnold, G., & Tomás, S. V. (2010). A Review of Design Principles for Community-based Natural Resource Management. Ecology.™ .Society, 7❶(4), 19. 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, 76(2). http://doi.org/10.18352/ijc.634 (Links to an external site.)Links to an external site. Barnett, A. J., Baggio, J. A., Shin, H. C., Yu, D. J., Perez-Ibarra, I., Rubinos, C., ... Janssen, M. A. (2016). An iterative approach to case study analysis: insights from qualitative analysis of quantitative inconsistencies. International.Journal.of.the.Commons, 76(2), 467–494. http://doi.org/10.18352/ijc.632Links to an external site.
Module 5	Measuring Sustainability	1000 Word Essay/Video Presentation #1 Due	Jacques,Sustainability¿TheBasics, Chapter4 Jacques,Sustainability¿TheBasics,Chapter3 Bradshaw, C. J. A., & Brook, B. W. (2014). Human population reduction is not a quick fix for environmental problems. Proceedings. of.the.National.Academy.of.Sciences, 777(46), 16610–

			16615. http://doi.org/10.1073/pnas.1410465111Links to an external site.
Module 6	Planetary boundaries Overshoot and Collapse	Weekly discussion	Steffen, W., Richardson, K., Rockstrom, J., Cornell, S. E., Fetzer, I., Bennett, E. M., … Sorlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. Science,90❸(6223), 1259855–1259855. http://doi.org/10.1126/science.1259855 (Links to an external site.)Links to an external site. Jacques,Sustainability¿TheBasics, Chapter 7 Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. Annual.Review.of.Anthropology, 9❶(1), 59–74. http://doi.org/10.1146/annurev.anthro.35.081705.123136 (Links to an external site.)Links to an external site. Rockström, J., Steffen, W. L., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., … Foley, J. (2009). Planetary Boundaries: Exploring the Safe Operating Space for Humanity Recommended Citation. Ecology. and.Society, 7⓪(2), 472–475. http://doi.org/10.1038/461472aLinks to an external site. Wackernagel, M., Schulz, N. B., Deumling, D., Linares, A. C., Jenkins, M., Kapos, V., … Randers, J. (2002). Tracking the ecological overshoot of the human economy. Proceedings.of.the.National.Academy.of. Sciences, ❺❺(14), 9266–9271. http://doi.org/10.1073/pnas.142033699 (Links to an external site.)Links to an external site. Arrow, K., Dasgupta, P., Goulder, L., Daily, G., Ehrlich, P., Heal, G., … Walker, B. (2004). Are We Consuming Too Much? Journal.of.Economic. Perspectives, 7❹(3), 147–172. http://doi.org/10.1257/0895330042162377 (Links to an external site.)Links to an external site.
Module 7	Ethics, justice and fairness	Weekly discussion	Jacques, Sustainability¿The Basics, Chapter 5 Adger, W. N., Brown, K., Fairbrass, J., Jordan, A., Paavola, J., Rosendo, S., & Seyfang, G. (2003). Governance for sustainability: Towards a "thick" analysis of environmental decisionmaking. Environment.and. Planning.A, 9❶(6), 1095–1110. http://doi.org/10.1068/a35289 (Links to an external site.)Links to an external site.
Module 8	Midterm Exam	Mid-Term exam (online) [Available from February 28th to March 3rd]	N/A
Module 9	Social Dilemmas	Weekly discussion	Anderies and Janssen, Sustaining the Commons, Chapter 4 (Disclaimer: some concepts presented here are introduced in chapter 2 and 3 of the same book, so you may want to quickly skim those chapters as well). Anderies and Janssen, Sustaining the Commons, Chapter 5, 6, 7 and 8

Module 10	Complex Adaptive Systems	Weekly discussion	Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. Science,98❹(5978), 613–617. http://doi.org/10.1126/science.1183532 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, 86(4), 12. http://doi.org/10.5751/ES-07772-200412 (Links to an external site.)Links to an external site. Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. Agricultural.Systems, 76❺, 65-75. 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). https://doi.org/0-662-32778-0Links to an external site. Baggio, J. A. (2017). Complex Adaptive Systems, Simulations and Agent-based Modeling. Quantitative.Methods.in.Tourism¿A. Handbook, 223–244. https://doi.org/https://doi.org/10.21832/BAGGIO6195Links to an external site. Sellberg, M. M., Quinlan, A., Preiser, R., Malmborg, K., & Peterson, G. D. (2021). Engaging with complexity in resilience practice. Ecology. and.Society, 8❷(3), 8. Janssen, M. (1998). Use of complex adaptive systems for modeling global change. Ecosystems, 7(5), 457–463. https://doi.org/10.1007/s100219900041Links to an external site. Lansing, J. S. (2003). Complex Adaptive Systems. Annual.Reivew.of. Anthropology, 98(1), 183–204. https://doi.org/10.1146/annurev.anthro.32.061002.093440Links to an external site.
N/A	*Spring Break*	N/A	N/A
Module 11	Social-Ecological Systems	Weekly discussion	Anderies and Janssen, Sustaining the Commons, Chapter 12 and 13 Folke, C., Polasky, S., Rockström, J., Galaz, V., Westley, F., Lamont, M., ... Walker, B. H. (2021). Our.future.in.the. Anthropocene.biosphere. Ambio (Vol. 50). https://doi.org/10.1007/s13280-021-01544-8 Folke, C. (2006). Resilience: The emergence of a perspective for social-ecological systems analyses. Global.Environmental. Change, 7❷(3), 253–267. http://doi.org/10.1016/j.gloenvcha.2006.04.002 Holling, C. S., Folke, C., Gunderson, L., & Mäler, K.-G. (2000). Resilience.of.Ecosystems?Economic.Systems.and.Institutions. _.Final.Report

Module 12	Resilience “principles” for ecosystem management	Weekly discussion	Anderies, J. M., Janssen, M. A., & Ostrom, E. (2004). A framework to analyze the robustness of social-ecological systems from an institutional perspective. Ecology.and.society,❺(1), 18. Baggio, J. A., Brown, K., & Hellebrandt, D. (2015). Boundary object or bridging concept? A citation network analysis of resilience. Ecology.and.Society, 86(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, 9❸(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: Resilience of What to What? Ecosystems,0(8), 765–781. http://doi.org/10.1007/s10021-001-0045-9 (Links to an external site.)Links to an external site. Carpenter, S. R., Brock, W. A., Folke, C., van Nes, E. H., & Scheffer, M. (2015). Allowing variance may enlarge the safe operating space for exploited ecosystems. Proceedings.of.the.National.Academy.of. Sciences, 778(46), 14384–14389. http://doi.org/10.1073/pnas.1511804112 (Links to an external site.)Links to an external site. Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. Proceedings.of.the.National.Academy.of. Sciences, 778(46), 14402–14403. http://doi.org/10.1073/pnas.1519071112Links to an external site.
Module 13	Politics, Resilience and Sustainability	Weekly Discussion	Folke, C., Biggs, R., Norström, A. V., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. Ecology.and.Society, 87(3), art41. http://doi.org/10.5751/ES-08748-210341 (Links to an external site.)Links to an external site. Jacques, Sustainability the Basics, Chapter 6 Schoon, M., & Cox, M. E. (2018). Collaboration, adaptation, and scaling: Perspectives on environmental governance for sustainability. Sustainability. (Switzerland),76(3). http://doi.org/10.3390/su10030679 (Links to an external site.)Links to an external site. Schoon, M., Robards, M. D., Brown, K., Engle, N., Meek, C. L., & Biggs, R. (2015). Politics and the resilience of ecosystem services. Principles.for.Building.Resilience¿Sustaining.Ecosystem. Services.in.Social_Ecological.Systems, 32–49. http://doi.org/10.1017/CBO9781316014240.003 Olsson, P., Galaz, V., & Boonstra, W. J. (2014). Sustainability transformations: A resilience perspective. Ecology.and.Society, 7❺(4). http://doi.org/10.5751/ES-06799-190401 Bahadur, A., & Tanner, T. (2014). Transformational resilience thinking: Putting people, power and politics at the heart of urban climate

Module 14	Relating resilience, sustainability and common pool resources	1000 Word Essay/Video Presentation #2 Due	resilience. Environment.and.Urbanization, 8❷(1), 200–214. http://doi.org/10.1177/0956247814522154Links to an external site. Optional readings on tipping points and transformation for those interested: · Otto, I. M., Donges, J. F., Cremades, R., Bhowmik, A., Hewitt, R. J., Lucht, W., ... Schellnhuber, H. J. (2020). Social tipping dynamics for stabilizing Earth's climate by 2050. Proceedings.of.the.National. Academy.of.Sciences, 201900577. https://doi.org/10.1073/pnas.1900577117Links to an external site. · Milkoreit, M., Hodbod, J., Baggio, J., Benessaiah, K., Calderón-Contreras, R., Donges, J. F., ... Werners, S. E. (2018, March 1). Defining tipping points for social-ecological systems scholarship - An interdisciplinary literature review. Environmental.Research. Letters. https://doi.org/10.1088/1748-9326/aaaa75Links to an external site. · Lenton, T. M. (2020). Tipping positive change. Philosophical. Transactions.of.the.Royal.Society.of.London¡.Series.B?Biological. Sciences, 9❸❶(1794), 20190123. https://doi.org/10.1098/rstb.2019.0123Links to an external site. · Lade, S. J., Walker, B. H., & Jamila Haider, L. (2020). Resilience as pathway diversity: Linking systems, individual, and temporal perspectives on resilience. Ecology.and.Society, 8❶(3), 1–14. https://doi.org/10.5751/ES-11760-250319Links to an external site. · Abel, N., Wise, R. M., Colloff, M. J., Walker, B. H., Butler, J. R. A., Ryan, P., ... O'Connell, D. (2016). Building resilient pathways to transformation when “no one is in charge”: insights from Australia's Murray-Darling Basin. Ecology.and. Society, 87(2), art23. https://doi.org/10.5751/ES-08422-210223Links to an external site. · Moore, M. L., Olsson, P., Nilsson, W., Rose, L., & Westley, F. R. (2018). Navigating emergence and system reflexivity as key transformative capacities: Experiences from a Global Fellowship program. Ecology.and.Society, 89(2). https://doi.org/10.5751/ES-10166-230238Links to an external site. · 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, 7❺(4), art54. https://doi.org/10.5751/ES-06966-190454Links to an external site.
Module 15	Final Exam	Final Exam (online)	N/A

[Available from
April 21st –
April 25th]

University Services and Resources
Academic Services and Resources
A list of available academic support and learning services is available at UCF Student 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. 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

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 IntegrityLinks to an external site..
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best PracticesLinks to an external site.".

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 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 (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 in this building, 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" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.You CAN Survive an Active ShooterLinks to an external

site.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

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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.