

# HUM 3467: Latino/a/x/e Cultural Expressions

Section 0W61

Term: Spring 2022

Course Modality: ONLINE (W)

Department of Philosophy, College of Arts and Humanities

3 Credit Hours

## Instructor Information

### Instructor Information

<b>Instructor:</b>	Dr. Stacey L. DiLiberto You may call me Dr. or Professor DiLiberto (or Dr. "D")
<b>Office Location:</b>	PSY 232
<b>Office Hours:</b>	Virtual hours via email, Zoom or "Conferences"; by appointment.
<b>Phone:</b>	407-823-5449
<b>E-mail:</b>	<a href="mailto:stacey.diliberto@ucf.edu">stacey.diliberto@ucf.edu</a>

## Enrollment Requirements

Course Prerequisites: HUM 2210 or HUM 2230 or C.I.

Course Co-requisites: None

Other Enrollment Requirements: None

## Course Description and Theme

This course examines the relationship between Latinx identity formation, "the arts" (literary and visual cultural expression) and epochs of social change and political engagement in the United States. After a brief historical examination of colonization, immigration, and their legacy within U.S. Latinx communities, this class will focus on Latinx cultural and artistic expressions that have emerged from the social and cultural contexts of the 20<sup>th</sup> and 21<sup>st</sup> Century. The class considers the role of art and cultural expression in forming and expanding conversations on race, class, gender, and citizenship. This course investigates key Latinx social, political, and artistic movements that have crossed geographical boundaries and have subsequently transformed "the arts" and cultural expression for multiple generations.

Examples of transformational social and artistic movements within Latinx communities surveyed in the class are: the Muralismo Movement, the Chicano/Chicana Art Movement, and the Nuyorican Arts Movement and their impact on the music, poetry, and literature of Latinx communities in the U.S. In addition to these, the class will engage contemporary artistic productions.

The course will consider such questions as: How do artists influence ways of thinking and living? How does artistic expression open new possibilities for the construction of new social identities? What roles have Latinx artists played in the development of new ways of engaging socially and politically? How have Latinx artists made visible the intersections of race, class, and gender? How are the works of writers, artists and thinkers understood within, and outside of, their respective cultural context? What are the cultural, social and political misunderstandings/mis-readings that emerge across *Latinidades* (national, regional, linguistic, religious, historical, generational-- just to name a few) or the potential mis-readings between and among Latinx populations? How are art forms understood within different cultural contexts?

By studying the humanities, you will better understand the world around you by examining the historical and cultural movements of a particular ethnic group; in this case, one that is close to home and *IS* home. Latino culture influences the U.S. constantly, especially here in Florida, a place that can be considered, in many ways, a key region of Latino cultural expression. There are additional reasons for studying the humanities. Students learn important critical thinking skills through logical and philosophical arguments. They learn how to interpret difficult textual material and expand their cultural horizons by seeing the world through different viewpoints. By understanding the nature of humankind and what cultural productions it is capable of, we understand ourselves.

## Course Materials and Resources

### Required Materials/Resources

- Stavans, Ilan. *Latino U.S.A.: A Cartoon History*. 15th Anniversary Edition. New York: Basic Books, 2012. ISBN: 978-0-465-08250-6. **You will want to have this particular edition and have access to this text by the second week of classes.**
- You will be required to watch the following two popular films for course assignments. These films are available at the UCF library, local public library, or on video streaming services such as Prime Video or HBO Max. See the [course schedule](#) for dates of viewing:
  - *West Side Story* (1961)
  - *In the Heights* (2019)
- All other required readings, films, and learning materials will be provided to you on Webcourses.

## Recommended Resource

- Stavans, Ilan. *Latinos in the United States: What Everyone Needs to Know*. Oxford U P, 2018. ISBN: 978-0-190-67018-4.

## Student Learning Outcomes

- Demonstrate an awareness of major events, persons, and concepts that define the Latinx experience in the U.S.
- Identify and deepen appreciation of common human themes and the richness of diverse Latinx cultures in the U.S.
- Analyze and discuss the varied meanings of Latinx artwork, performance, or text in diverse aesthetic, historical and cultural contexts.
- Demonstrate knowledge and critical thinking of the concepts, styles, aesthetic, theoretical, and critical principles of Latinx cultural texts and intellectual movements.
- Demonstrate knowledge of the chronology and significance of major events, persons, and movements in Latinx studies.
- Evaluate historical and cultural issues in coherent written and verbal forms.
- Gather, synthesize, and analyze information from appropriate resources and be able to critically evaluate information and sources for accuracy and credibility.

## Communication

- Remember the “**Three Before Me**” rule before emailing your professor. If you have a non-content (learning material) related question about the course, do the following:
  - Read the syllabus carefully; the answer is probably there.
  - Review the Course Orientation module, syllabus FAQ page, and/or current learning module on Webcourses.
  - Email the TA(s) [if there are any] using the steps below.
- In this class, our official mode of communication is through email. It is preferred that you use the “inbox” function I through Webcourses since it is convenient and organizes messages by course.
- If you use non-Webcourses email (e.g. Knightmail), **please include the course and section number in the subject line** of all email communications.
- As of 2009, Knightmail is the only official student email at UCF. Class rosters list Knightmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightmail addresses. Students are responsible for checking their Knightmail accounts regularly.
- All communication between student and instructor and between student and student should be **respectful and professional**. Think of an e-mail as a formal

letter when corresponding with instructors (as opposed to a text message). **Begin with a salutation** (a greeting, e.g., "Dear Dr. DiLiberto") and **conclude with your name**. Be courteous and considerate in your language and **re-read your e-mail before sending**.

- Check your email and Webcourses frequently for announcements, changes to our schedule, etc.
- I will respond to emails within 72 hours (usually sooner), except on the weekends, which is my "free time."

## Course Activities

### Required Assignments

- Syllabus Quiz (Academic Activity)

The Syllabus Quiz counts as part of your weekly learning exercises grade and is to be completed online during the first week of classes. In order to document that you began this course, please complete the Syllabus Quiz no later than the first Friday after classes start. The sooner, the better. **Failure to do so will result in a delay in the disbursement of your financial aid.** This score will not be dropped.

- 2 Short Tests 20%

Students will take two short tests--one at the end of week 8 and the other at the end of 12--based on key concepts from the learning units. The tests will consist of a selection of student-generated questions (submitted the week prior to the test) to choose from and be short answer format. The tests are meant to assess your understanding of the learning materials and gauge whether or not you are reading and engaging with what has been assigned.

- Discussions (Participation and Engagement) 30%

This course is structured as primarily an active learning experience. This means what you bring to class in terms of preparation affects your overall experience in the course. Discussion posts and responses are also the online course equivalent to active participation in a live class. Thus a good portion of your course grade will reflect the quantity and quality of your efforts to engage with your peers in informed and intellectually interesting discussions about the cultural productions as explored in our course materials. These discussions will take place in smaller discussion groups to which you are randomly assigned. You will complete 10 learning unit discussions (graded), and 3 discussions, the icebreaker, final thoughts, and final project showcase will be graded on completion. Deadlines are on the course schedule. You will be evaluated on the quantity and quality of your participation, as well as your professionalism (e.g., your ability to meet deadlines, proofread your work, etc.). Your lowest discussion score will be dropped.

- Weekly Learning Exercises 15%

During the course of the semester you will apply the concepts and theories you are learning about to several activities and exercises embedded within the weekly modules. These activities (6 total) include worksheets, short responses, and student-generated test questions.

- Final Project 25%

In lieu of a final exam, students will complete a final project that will be presented and submitted during the final week of classes. It will demonstrate your ability to engage and apply concepts and themes from the class. Instructions are available on Webcourses, and you should start thinking about potential ideas/directions very early on in the semester since it involves various components and attention to detail.

- Cultural Event Paper 10%

Students will experience Latino culture first-hand by engaging in one cultural experience this semester and submitting a brief 2 page reflection on that experience. This experience could be a face-to-face or virtual visit to a museum on Latino art; a formal film viewing/film festival; a musical or dance performance; a culinary or city experience (more TBA); or a cultural event on campus. Suggestions for all of these activities will be given in the assignment instructions and reflections will need to be submitted by a specific deadline prior to the end of the semester.

## Reading:

Your reading load will vary depending on what we're reading but expect to read every week; sometimes 20-50 pages or more. You are expected to read what is assigned to you before completing assignments. Your notes and annotations will help you with discussion.

## More about Assignments and Class Preparedness:

**All assignments should be submitted by the due date. No assignments will be accepted late.** Keep in mind:

- Your lowest weekly learning exercise score (not including the syllabus quiz) will be dropped.
- Your lowest discussion score will be dropped.
- No formal writing assignments (cultural event paper); projects; or exams will be dropped.

To be fair to everyone, I apply the same policy to everyone. No exception on deadlines.

I will not accept assignments via e-mail unless you have **prior approval** from me. There is a specific submission box in Webcourses for each one of your assignments. You will

upload them into the designated area as attachments on time. If you choose to turn in an assignment outside of Webcourses or after it's due, IT IS LATE, no exceptions.

Technology problems are not an excuse for lateness. **Anticipate any technical glitches and give yourself plenty of time to submit your work.** Do not wait until the last minute. I cannot be held responsible for lost emails, attachments that won't open, Webcourses being down, unreliable internet connections, etc. Save your assignments in the proper, readable format (.doc, .docx, .rtf, .pdf), clearly label your files, and save often. I will not be responsible for catching up students who have fallen behind in the class. I have outlined the entire course for you week-by-week with all due dates so that you know what is coming ahead of time. **Follow the course schedule and learning modules.**

## Extra Credit

There is **no extra credit in my classes**, so please do not ask. Do your best throughout the class and you will not need it. If, on the rare occasion, I decide a substantial portion of the class would benefit from an additional opportunity, it will be offered to everyone. I will not select you out for special treatment.

Also be aware, **there are NO opportunities for extra or make up assignments at the end of the semester when all assignments are complete.**

## Time Commitment

You should log into this course at least twice a week (at a minimum) and have access to steady, reliable internet. For most students striving for B grades or higher, I recommend that you schedule about 6-9 hours per week for engaging with this course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by [KARSLinks to an external site.](#) (Knights Academic Resource Services), [SARCLinks to an external site.](#) (Student Academic Resource Center), [UCF LibrariesLinks to an external site.](#), the [University Writing CenterLinks to an external site.](#), the [Math Success CenterLinks to an external site.](#), the [Chemistry Tutoring CenterLinks to an external site.](#), and [VARCLinks to an external site.](#) (Veterans Academic Resource Center).

## About Discussions

Since this is an online course, the discussion forums are intended to foster mainly student-to-student collaboration. Although the instructor will be grading the discussion forums, expect to provide each other feedback on questions. **For this reason, the instructor will not respond to student postings for at least the first 24 hours and then**

**only as needed.** This is to allow your classmates time to respond to your questions and in this way, we all gain from our diverse perspectives on the readings and discussion scenarios. Be sure to follow discussion netiquette guidelines and act in an appropriate, professional manner in all interactions with your classmates. Remember, everything you put online remains online in some fashion, so if you wouldn't want something inappropriate appearing in a place for everyone to see, **don't post it.**

## "Netiquette" (The Internet Code of Conduct)

The UCF Student Code of Conduct also extends to the development of responsible personal and social conduct on the Internet - "Netiquette" - the etiquette of online behavior. Consider the Internet as your classroom! Act politely, courteously, and respectfully. Since your instructor can see just about everything you write or send, **be careful and respectful** and realize that it is easy to offend people without intending to do so. For example, by WRITING IN ALL UPPERCASE IT APPEARS THAT I AM YELLING AT YOU! So, most importantly, behave as you would in the "real" classroom, try to "look good," be respectful of the opinions of others (even if you strongly disagree with them - you can say so, but do not be nasty), and be forgiving of others!

## Academic Writing Only

Remember that the rules of academic writing apply in this online environment. This means proofreading your work, using academic (not conversational or texting) language, and paying attention to the formatting of your work. When posting a discussion, for instance, remember to **break up paragraphs and/or indent** so that we can easily read your work. You will be penalized for improper use of grammar and academic writing conventions.

### Essay Assignments (if applicable)

Make sure that every formal writing assignment includes your name, my name, course title, date, page numbers and a title. Note that your title is centered, but not in bold, underlined, or italicized. **Papers should be no shorter than the length assigned and do not experiment with fonts and page layout to get the required length.** As a trained manuscript editor, I'll notice. Use 12 point font (Times New Roman or Calibri preferred) with 1-inch margins on all sides. This is MLA format (consult the [Purdue MLA Style Guide \(Links to an external site.\)](#)).

## Attendance/Participation

Since this is an online class, attendance is measured and assessed by frequent and timely participation in class discussions and successful submission of assignments by their due dates unless extreme and unavoidable circumstances (as determined by instructors' judgment, including, for instance, hospitalization, military deployment, religious observances, and jury duty) prevent you from engaging with the learning materials. If you fall behind on more than one assignment/post/quiz (that is, you haven't submitted two items in a row by their due dates), you will likely be contacted by me. The first



week's attendance will be measured by your promptness in completing the first discussion post and syllabus quiz.

If you believe an extenuating circumstance is keeping (or will keep) you from engaging in the class and/or submitting work on time (such as for a university authorized event or activity), contact me **before** the due date of the assignment. Keep the lines of communication open.

### 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.

### Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, review the UCF [policyLinks to an external site.](#)

## 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.

**IMPORTANT:** Because considerable flexibility is already built into this online class, please do not contact me for make-up work unless you can document that it was, in fact, impossible for you to do the required assignment during the entire time it was available to you.

If, due to an extreme, extenuating circumstance described above (e.g. severe illness or hospitalization), you cannot notify the instructor before a missed assignment is due, then you must notify the instructor **within two days** after the missed deadline to have her consider whether the assignment can be made up. **After two days without any notification the assignment cannot be made up.**

## COVID-19



I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

## Assessment and Grading Procedures

Assignment Weights	
Assignment	Percentage of Grade
2 Short Tests	20%
Discussions	30%
Weekly Learning Exercises	15%
Final Project	25%

Cultural Event Paper	10%
<b>Total</b>	<b>100%</b>

Grading scale	
Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Consult the latest Undergraduate or Graduate [catalogLinks to an external site.](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Final Grades and Incompletes

**All grades are final. There is no rounding of grades in this class.**

Incompletes and instructor withdrawals are given solely at the instructor's discretion and are **extremely rare**. Students who have not attended the majority of courses or not completed the vast majority of coursework will not be considered for an "incomplete." Instructor withdrawals are reserved for very unique circumstances. Even medical reasons may not be enough - medical withdrawal from the course is a preferable option in many cases, but if medical withdrawal is to be taken, it needs to be taken from all courses in a given term. So, please do not take on too much in a term, thinking that it will be easy to get an incomplete and then finish the work later. Incompletes will require documented evidence from the student. Under no circumstances will students be granted

incompletes or withdrawals at or near the end of the semester because they do not like the final grade they expect to earn.

## Course Schedule

The [course schedule](#) provides you with all topics, assignments, and due dates for the entire semester. Although there might be changes which will be communicated to you ahead of time, plan to follow this schedule for the duration of the semester.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). 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 ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of ConductLinks to an external site.](#). 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 \(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

## More about Plagiarism:

Students have the responsibility to fully understand what plagiarism is and to ensure they do not commit it. Consequently, the following forms of "accidental" plagiarism are not excusable:

- "Forgetting" or "not knowing" that you must provide in-text citations and works cited information indicating the source of a work you consulted and are paraphrasing or summing up ideas in your paper.
- "Forgetting" or "not knowing" that you have to place "quotation marks" around the ideas of another when you are quoting their exact wording and provide relevant citation information about the work from which you are quoting.
- Handing in work that you previously submitted for a grade in another class, or are simultaneously submitting to another class, without discussing it first with the professor.

Students who make formatting errors as they seek to accurately and honestly distinguish between their work and the work of others, will *not* be deemed to have committed plagiarism. When significant portions of your work originate in an uncited and unacknowledged author you have committed a serious act of plagiarism, whatever your explanation. All serious or egregious acts of plagiarism receive a minimum of a "0" on the plagiarized assignment with no opportunity to resubmit a new attempt.

Plagiarism and/or cheating of any kind is unethical and honesty is expected out of you. All assignments are designed for you to provide your OWN thoughts. Submit your own work—this means do not collaborate with other classmates on assignments unless you are specifically asked to do so. When in doubt, cite all sources and ideas that are not your own (correctly) and do not rely on the works of others to substitute for your own efforts. If you are unclear how to cite, see me, consult a writing handbook, or someone at the writing center.

**WARNING:** You may be tempted to use internet sites such as Google, Wikipedia, About.com, SparkNotes, Cliffs Notes, Schmoop, Chegg, etc. to help you find the answers to some of the discussion questions for the readings, but this is considered CHEATING. If you do not quite understand a reading, answer the prompts to the best of your ability. THIS IS HOW YOU WILL LEARN. Also, don't just copy someone else's answers and say, "I agree!" You will need to answer each prompt with your own thoughts and your own words.

## Unauthorized Use of Technology for Graded Work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

**Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.**

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

## Turnitin:

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 all assignments 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 [www.turnitin.com](http://www.turnitin.com) ([Links 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. Links to an external site.](#) 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> ([Links to an external site.](#)).

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## 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](#) ([Links to an external site.](#)) (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.

## Campus Safety Statement

Fully online course sections (W, V)

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 <<https://my.ucf.edu>Links to an external site.> 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.

## Diversity and Inclusion

The University of Central Florida, as well as your professor, considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF



expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.