

**UNIVERSITY OF CENTRAL FLORIDA**  
**College of Arts and Humanities**  
**TSL3346 Syllabus**

<b>Department</b>	Dept. of Modern Languages & Literatures, CNH523
<b>Course Title</b>	English as an International Language
<b>Course Number</b>	TSL3346-0003
<b>Course Credit</b>	3 hours
<b>Semester</b>	2017 Spring
<b>Instructor</b>	Dr. Marcella A. Farina
<b>Telephone</b>	407.823.0087, TESOL office 407.823.2472, Department office
<b>E-mail</b>	All course correspondence should go through the CANVAS Inbox.
<b>Class Meeting Info</b>	TR, 10.30-11.45, CB1-119
<b>Office Hour Info</b>	F2F – Tuesdays & Thursdays, 13.00-16.00, CNH532 Online – By appt, Webcourses/CONFERENCES

**COURSE DESCRIPTION**

This course has a dual focus. The first is on the grammar of English as it relates to native and non-native acquisition/use as well as how to teach English grammar to L2 learners and first language (L1) interference in second language (L2) learning. Furthermore, approximately 20% of class time in this course is spent in experiential learning, actually working with English learners (ELs). The other focus of this course is to address English language teaching (ELT) employment, mostly overseas, which includes information about the logistics of living/teaching in select other countries, ELT job market possibilities, and searching/securing an ELT position.

**COURSE OBJECTIVES**

1. English: Demonstrate solid knowledge of English grammar for native speakers.
2. English: Recognize and avoid common native speaker grammatical errors.
3. English: Demonstrate knowledge of grammar for ELs.
4. English: Understand areas where English vocabulary and English grammar coincide.
5. English: Understand areas where English pronunciation and English grammar coincide.
6. English: Recognize EL grammar problems caused by L1 interference.
7. English: Develop effective comprehension/communication for interacting ELs.
8. Job: Identify best current job markets for teaching English overseas.
9. Job: Learn about Internet sites to locate potential teaching jobs.
10. Job: Be able to analyze job announcements critically.
11. Job: Identify value of various TEFL certificate programs, especially those online.
12. Job: Understand some of the cultural differences in various EFL destinations.
13. Job: Create an appropriate résumé for the target country.
14. Job: Gain résumé-appropriate experience working with ELs from various countries.

**COURSE MATERIALS**

Required

Folse, K. (2016). *Keys to teaching grammar to English language learners: A practical handbook*. (2<sup>nd</sup> ed.). Ann Arbor: University of Michigan Press.

Folse, K.S. & Goussakova, E.V. (2009). *Workbook to keys to teaching grammar to English language learners: A practical handbook*. Ann Arbor: University of Michigan Press.

**NOTE: Royalties from this textbook are donated to a TEFL scholarship fund at UCF for UCF students to teach abroad for a short time (e.g., a month or a semester) to gain EFL teaching experience. This may be used for any semester for any type of EFL teaching (normal contract, volunteer, study abroad). For more details, refer to <http://mll.cah.ucf.edu/scholarship-tefl.php>**

Two brown Scantron forms. For information about obtaining free brown Scantron forms, students are referred to <http://ucfsga.com/services/free-scantrons-and-blue-books/>

## **COURSE EXPECTATIONS**

### **NOTE:**

There is **NO** make-up credit for missed face-to-face sessions. There are **NO** make-up quizzes or make-up exams. There is **NO** extra credit. There is **NO** partial credit. Late submissions will **NOT** be accepted.

Plagiarism will not be tolerated; [turnitin.com](http://turnitin.com) analysis will be used upon faculty discretion.

The final course grade is derived from student performance in six areas: attendance, reflections, video reports, projects, KEYS quizzes, and exams. Students are referred to the course website for exact due dates/times.

**Attendance (5%):** Much of the learning in this course, especially the time spent in experiential learning, depends on attendance. Logically, if a student is not in class, they are not able to participate. Therefore, it is imperative that students attend **ALL** class meetings, whether lecture or experiential learning, in order to do well. Attendance is taken at all sessions, whether lecture or experiential learning, via a sign-up sheet. It is the student's responsibility to sign the appropriate sign-in sheet at each session.

If a lecture session is missed, it is highly recommended that class notes be obtained from fellow classmates. The instructor will not provide written notes or power-point images for lectures missed. If an experiential learning session is missed, students should attend a make-up session. If the make-up session is within the same week as the missed session, then it will be marked toward that week's attendance requirement. If the make-up session is not within the same week as the missed session, then a missed session will be marked for that week's experiential learning session. Students should consult the experiential learning schedule to know about alternative experiential learning sessions.

**Conversation Hour** – Once a week for 10 weeks students attend Conversation Hour (CH), the experiential learning component for this course. CH is conducted at the English Language Institute on the main campus. There students converse with adult ELs from varying countries and on a variety of topics determined by ELI. Students must adhere to ELI's detailed guidelines.

The distribution of lecture and experiential learning sessions is indicated on the Course Calendar within the Course Syllabus. Each CH session is in lieu of that week's Wednesday lecture session. Students are expected to attend five CH sessions in the first half of the course and five in the second half of the course. Conversation Hour attendance for each half of the semester is recorded separately and factors into the final course grade. Specific dates for these halves are listed on Course Calendar and [Webcourses@UCF](mailto:Webcourses@UCF)/ASSIGNMENTS found in the left sidebar.

Time slots are available Mondays-Thursdays, midday to mid-afternoons. Students who accrue 15 hours or more of CH attendance are eligible for a UCF service-learning certificate issued by ELI. The extra CH attendance does not impact the final course grade, however. Students are to complete Experiential Learning Signup found on [Webcourses@UCF](mailto:Webcourses@UCF)/QUIZZES in the left sidebar by the designated due date. This is a graded assignment.

**Reflections (15%):** An integral part of this course is the time that the students spend working with ELs in the experiential learning component. It is expected that students attend **ALL** the experiential learning sessions for which they are assigned and as indicated on the course syllabus. For each session, students will write a short summary of what transpired as well as a reflection of the interaction. Reflection Guidelines accompany each task along with a task rubric and sample reflection, all accessible through [Webcourses@UCF](mailto:Webcourses@UCF)/ASSIGNMENTS (left sidebar). Reflections are due a few days following each session.

**Video Reports (15%):** Students are to view ten grammar- and ten vocabulary-related videos and follow task instructions to submit corresponding video reports. The task descriptions with video links and accompanying rubrics are accessible

through Webcourses@UCF/ASSIGNMENTS (left sidebar). Students are referred to the course website for exact due dates/times of each video report.

**Quizzes (10%):** This course has several quizzes addressing the course reading assignments and accompanying workbook exercises. Quizzes close 30 minutes before the start of class, so students are to prepare the reading assignments/exercises and complete the corresponding quizzes **in advance** of covering the material in class. The purpose of this “flipped” approach is for students to familiarize themselves with the material before coming to class so that valuable class time can be spent working in greater detail with the specific, perhaps more problematic or confusing, concepts. The quizzes are not timed, and students can consult the course textbooks and other materials in taking the quizzes. Students can also opt to repeat quizzes once, and only the higher score will count toward the final course grade. Quizzes are accessible through Webcourses@UCF/QUIZ and also Webcourses@UCF/ASSIGNMENTS (left sidebar).

**Projects (25%):** This course includes several module assignments related to TEFL employment in the world and learning about other countries/culture. These tasks are accessible through Webcourses@UCF/MODULES and also Webcourses@UCF/ASSIGNMENTS (left sidebar).

**Exams (30%):** There are two exams in this course: a Mid-term Exam and a Final Exam. Each exam consists 50 multiple-choice items and requires each student to have a brown Scantron form. The Mid-term Exam addresses course content from the first half of the semester, and the Final Exam covers course content from the second half of the semester. There is no comprehensive exam in this course. Both exams are undisclosed, but students are welcome to see the professor during office hours to review post-exam results. The Mid-term Exam is administered in the assigned course classroom during regular class time. However, the Final Exam is administered according to the University Final Exam Schedule. Students are referred to the course website for exact due dates/times of each exam. Information regarding each exam is accessible through Webcourses@UCF/MODULES, where students will find review materials for each exam, and also Webcourses@UCF/ASSIGNMENTS (left sidebar).

### Grading Scale

Letter grade	Percentage range
A	100% – 92.5%
A-	92.5% – 89.5%
B+	89.5% – 86.5%
B	86.5% – 82.5%
B-	82.5% – 79.5%
C+	79.5% – 76.5%
C	76.5% – 72.5%
C-	72.5% – 69.5%
F	69.5% – 0.0%

#### **IMPORTANT: READ CAREFULLY**

*Because English language use is a prominent indicator of the standard of professionalism of English language educators, it is highly considered in the evaluation of each participant's performance in this course. Correct capitalization, spelling, punctuation, and register/tone are expected in all exchanges, including email correspondence. Although a typo here or there is understandable, even for a language educator, the inaccurate use of English mechanics is not. Students are advised to review each rubric carefully before submitting tasks, for each rubric contains the assessment of mechanics (i.e., grammar, punctuation, spelling, tone).*

## COURSE SCHEDULE

Week/ Module	Date	Topic	Task*
0/1	1/10	Course overview Experiential learning component Using APA when writing about language learning	<u>Do this IMMEDIATELY!</u> <ul style="list-style-type: none"> <li>• Complete Introductory Posting [<u>fulfills UCF's Student Academic Engagement requirement</u>]</li> <li>• Complete Native Speaker Pre-test</li> <li>• Get the course textbooks</li> <li>• Review Course Introduction, KEYS_WKBK_QUIZ Correlations, Punctuating Quoted Speech, &amp; Comma Rules</li> </ul>
	1/12	What to teach Parts of speech	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Complete QUIZ Experiential Learning Signup; Review Tips for CH</li> <li>• Read KEYS 1.1 &amp; 1.2; Complete activities/check answers; Complete WKBK 1.01, 1.02, 1.13-1.14, 1.17; Complete QUIZ 2</li> <li>• Read KEYS 2.2; Complete QUIZ 6</li> </ul>
2	1/17	Basic Sentence Structure Labels	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 2.3; Complete WKBK 2.60, 2.61, 2.65, 2.66, 2.70, 2.71, 2.73</li> </ul>
	1/19	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 1</li> <li>• Submit ESL/EFL Grammar Video Report 1; Submit ESL/EFL Vocabulary Video Report 1</li> </ul>
3	1/24	Verb Tenses The verb <i>to be</i>	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 2.4; Submit activities/check answers; Complete WKBK 2.25, 2.28, 2.30, 2.36, 2.38, 2.41, 2.42, 2.44, 2.49, 2.52, 2.55; Complete QUIZ 8</li> <li>• Read KEYS 3.1, Complete WKBK 3.1.2; Complete QUIZ 12</li> </ul>
	1/26	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 2</li> <li>• Submit ESL/EFL Grammar Video Report 2; Submit ESL/EFL Vocabulary Video Report 2</li> </ul>
4	1/31	Present, Past & Future Tenses	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.2, 3.3, 3.4; Complete WKBK 3.2.8, 3.2.13, 3.2.15, 3.2.18, 3.2.23, 3.3.5, 3.3.7, 3.3.13, 3.3.15, 3.3.17, 3.3.26, 3.3.30, 3.4.5, 3.4.8; Complete QUIZ 15</li> </ul>
	2/2	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 3</li> <li>• Submit ESL/EFL Grammar Video Report 3; Submit ESL/EFL Vocabulary Video Report 3</li> </ul>
5	2/7	Modals	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.12; Complete WKBK 3.12.9, 3.12.10; Complete QUIZ 24</li> </ul>
	2/9	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 4</li> <li>• Submit ESL/EFL Grammar Video Report 4; Submit ESL/EFL Vocabulary Video Report 4</li> </ul>

Week/ Module	Date	Topic	Task*
6	2/14	Prepositions	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.6; Complete WKBK 3.6.6, 3.6.22, 3.6.23; Complete QUIZ 17</li> </ul>
	2/16	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 5</li> <li>• Submit ESL/EFL Grammar Video Report 5; Submit ESL/EFL Vocabulary Video Report 5</li> </ul>
7	2/21	Idioms & Phrasal Verbs	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.11; Complete WKBK 3.11.3, 3.11.12, 3.11.13, 3.11.16; Complete Phrasal Verbs &amp; Idioms; Complete QUIZ 30</li> </ul>
	2/23	Count/Noncount Nouns	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.5; Complete WKBK 3.5.17, 3.5.18; Complete QUIZ 13</li> </ul>
8	2/28	Review for Mid-term Examination	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Review Mid-term Exam Preparation</li> </ul>
	3/2	<b>MID-TERM EXAMINATION</b> <i>---Students are to bring a brown Scantron form.---</i>	
9	3/7	TEFL Jobs & Job Websites Resume Writing & Interviewing	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Complete TEFL Jobs</li> <li>• Complete Job Interviews</li> </ul>
	3/9	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 6</li> <li>• Submit ESL/EFL Grammar Video Report 6; Submit ESL/EFL Vocabulary Video Report 6</li> </ul>
10	3/14	<b>SPRING BREAK (no F2F class meeting)</b>	
	3/16		
11	3/21	Culture Shock Peace Corps Teaching in Asia	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Complete Culture Shock</li> <li>• Complete Peace Corps</li> <li>• Complete Asia</li> </ul>
	3/23	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 7</li> <li>• Submit ESL/EFL Grammar Video Report 7; Submit ESL/EFL Vocabulary Video Report 7</li> </ul>
12	3/28	Fulbright Teaching in Latin America Teaching in the Middle East	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Complete Fulbright; peruse the application; bring any questions to class</li> <li>• Complete Latin America</li> <li>• Complete Middle East</li> <li>• Submit TEFL Job Project</li> </ul>
	3/30	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 8</li> <li>• Submit ESL/EFL Grammar Video Report 8; Submit ESL/EFL Vocabulary Video Report 8</li> </ul>

Week/ Module	Date	Topic	Task*
13	4/4	Pronunciation & Voicing	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 3.8; Complete WKBK 3.8.7, 3.8.13, 3.8.14, 3.8.24; Complete QUIZ 19</li> </ul>
	4/6	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 9</li> <li>• Submit ESL/EFL Grammar Video Report 9; Submit ESL/EFL Vocabulary Video Report 9</li> </ul>
14	4/11	Hot Seat Questions 1-12	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 4.1-4.2; Complete QUIZ 14</li> <li>• Read KEYS 4.3-4.4; Complete QUIZ 16</li> <li>• Read KEYS 4.5-4.7; Complete QUIZ 18</li> <li>• Read KEYS 4.8-4.10; Complete QUIZ 20</li> <li>• Read KEYS 4.11-4.12; Complete QUIZ 22</li> </ul>
	4/13	<b>Experiential Learning Component (no F2F class meeting)</b>	<u>Do these AFTER experiential learning session:</u> <ul style="list-style-type: none"> <li>• Submit Reflection 10</li> <li>• Submit ESL/EFL Grammar Video Report 10; Submit ESL/EFL Vocabulary Video Report 10</li> </ul>
15	4/18	Hot Seat Questions 13-20 Teaching Techniques	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Read KEYS 4.13-4.20; Complete QUIZ 25</li> <li>• Read KEYS Chapter 5</li> <li>• Submit Odd-Man Out Exercise</li> </ul>
	4/20	Final Examination Review	<u>Do these BEFORE class:</u> <ul style="list-style-type: none"> <li>• Complete Native Speaker Post-test</li> <li>• Review Final Exam Preparation</li> </ul>
<b>STUDY DAY (no F2F class meeting)</b> <b>Tuesday, April 25, 2017</b>			
<b>FINAL EXAMINATION</b> <b>Tuesday, May 2, 2017, 10.00 – 13.00, CB1-119</b> <b>---Students are to bring a brown Scantron form.---</b>			

\*Refer to [Webcourses@UCF/SYLLABUS](mailto:Webcourses@UCF/SYLLABUS) & [Webcourses@UCF/ASSIGNMENTS](mailto:Webcourses@UCF/ASSIGNMENTS) for exact due dates/times for all tasks.

## ADDITIONAL POLICIES

<p><b>Webcourses@UCF</b></p>	<p>Webcourses is an online course management system (accessed through <a href="http://my.ucf.edu">my.ucf.edu</a> and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every day for updates from your teammates or myself.</p>
<p><b>Internet Usage</b></p>	<p>You will be expected to have “daily” access to the internet and email, since I will be emailing and contacting you “regularly” about assignment updates, additions and changes. All students at UCF are required to obtain a <a href="#">Knight's Email account</a> and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: <a href="http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx">http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx</a>.</p>
<p><b>Religious Observances</b></p>	<p>Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Click <a href="#">here</a> for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to <a href="http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/">http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/</a> or contact the Office of Diversity Initiatives at 407-823-6479.</p>
<p><b>Communication Protocol</b></p>	<p>All course correspondence is executed through the course website; no other email sources will be used. Students should not use DISCUSSION to send course communications, nor should they forward someone else's e-mail without permission. Students are also reminded that online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. Therefore, it is important to be judicious and respectful when expressing oneself. Students should make sure course postings are written without grammar, punctuation or spelling errors. Likewise, no texting shorthand or emoticons should be used in this course. Lastly, the course instructor will reply to e-mails within 24 hours Monday through Thursday; e-mails received Friday through Sunday or during a holiday will be answered on the next school day.</p> <p>As of 2009, Knightmail is the official student email at UCF. All other official university communications are disseminated through Knightmail. Therefore, students are required to obtain a <a href="#">Knight's email</a> account and check it regularly for important notifications.</p>
<p><b>Financial Aid Statement</b></p>	<p>As of Fall 2014, all faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete “<b>Assignment</b>” by the end of the first week of classes or as soon as possible after adding the course, but no later than “<b>date</b>”. Failure to do so may result in a delay in the disbursement of your financial aid.</p>
<p><b>Copyright Protection</b></p>	<p>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.</p>

<b>Accessibility</b>	<p>The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with <a href="#">Student Accessibility Services</a>, (SAS) before requesting accommodations from the professor.</p> <p>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an SAS accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372; <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.</p> <p>The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.</p>
<b>Deployed Active Duty Military Students</b>	<p>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.</p>
<b>Title IX</b>	<p>Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs and, by extension, provides protections to UCF students.</p> <p><a href="http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-TitleIXOverview.pdf">http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-TitleIXOverview.pdf</a></p>
<b>Student Conduct</b>	<p>UCF Faculty supports the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.</p>
<b>Third-Party Software &amp; FERPA</b>	<p>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.</p>

<p><b>UCF Cares</b></p>	<p>During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit <a href="http://UCFCares.com">UCFCares.com</a> if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail <a href="mailto:ucfcares@ucf.edu">ucfcares@ucf.edu</a> with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.</p>
<p><b>Written Resources</b></p>	<p>This course utilizes <a href="http://turnitin.com">turnitin.com</a> to determine the authenticity of student submissions. Accordingly, students are expected to submit all assignments in electronic format. After the assignment is reviewed by the automated software, the course instructor will receive a report that states the originality of the assignment. For a more detailed look at the process, students are encouraged to visit <a href="http://turnitin.com">turnitin.com</a>.</p> <p>The <a href="http://University Writing Center">University Writing Center</a> (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers but to teach writers strategies to navigate complex situations for writing both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, students should visit far enough in advance to allow themselves time to revise after the consultation, browse the writing resources on the UWC website, and arrange a regular weekly appointment for long-term help. Students may schedule a 45-minute appointment by calling 407.823.2197 or by using the <a href="http://TutorTrac">TutorTrac</a> scheduler; walk-in consultations are also available in CNH0105 or at satellite locations in the Main Library, Rosen Library and Online.</p>
<p><b>Diversity &amp; Inclusion</b></p>	<p>The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.</p> <p>Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <a href="https://shield.ucf.edu/">https://shield.ucf.edu/</a> and <a href="http://cares.sdes.ucf.edu/">http://cares.sdes.ucf.edu/</a></p> <p>If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: Title IX, EO/AA <a href="http://www.eeo.ucf.edu/">http://www.eeo.ucf.edu/</a> &amp; <a href="mailto:askanadvocate@ucf.edu">askanadvocate@ucf.edu</a>; Disability Accommodation, Student Accessibility Services <a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a> &amp; <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>; Diversity and Inclusion Training and Events <a href="http://www.diversity.ucf.edu">www.diversity.ucf.edu</a>; Student Bias Grievances, Just Knights Response Team <a href="http://jkrt.sdes.ucf.edu/">http://jkrt.sdes.ucf.edu/</a>; UCF Compliance and Ethics Office <a href="http://compliance.ucf.edu/">http://compliance.ucf.edu/</a> &amp; <a href="mailto:complianceandethics@ucf.edu">complianceandethics@ucf.edu</a>; Ombuds Office <a href="http://www.ombuds.ucf.edu/">http://www.ombuds.ucf.edu/</a></p>

<b>Academic Honesty</b>	<p>Every student is expected to do his/her own work in its entirety. Presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Please feel free to ask what is acceptable and what is not.</p> <p>Plagiarism and cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment, may (depending on the severity of the case) lead to an "F" for the entire course, and may be subject to appropriate referral to the <a href="#">Office of Student Conduct</a> for further action. See the <a href="#">UCF Golden Rule <u>http://www.goldenrule.sdes.ucf.edu/2e_Rules.html</u></a> for further information. Your instructor will assume for this course that you will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Your instructor will not bend or break rules for one person that will not apply to everyone.</p> <p>The use of electronic translators or human assistance to complete your work is a violation of UCF's academic honesty policy. If you have any doubts about what is acceptable assistance and what is not, please ask your instructor.</p> <p>Any work submitted that contains phrases, structures, or tenses not studied in the course or that in any way indicates that electronic or human assistance has been used may result in an "F" for the assignment, an "F" for the course, and referral to UCF's Office of Student Conduct.</p> <p>You are responsible for familiarizing yourself with these rules of conduct and abiding by their precepts.</p> <p>Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <a href="#">http://www.goldenrule.sdes.ucf.edu/</a> for further details.</p>
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<b>The UCF Creed</b>	
<i>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</i>	
<b>Integrity</b>	I will practice and defend academic and personal honesty.
<b>Scholarship</b>	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
<b>Community</b>	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
<b>Creativity</b>	I will use my talents to enrich the human experience.
<b>Excellence</b>	I will strive toward the highest standards of performance in any endeavor I undertake.

*Please note: Any and all aspects of this course may be modified at the discretion of the instructor. Course changes will be communicated via ANNOUNCEMENTS (left sidebar) of the course website. Students are expected to be aware of all changes.*