

## Why Are People Fooled?

Fall 2018

3 Cr Hours

Prerequisite: ENC 1101/1102 or equivalent

Professor Barry Mauer, Place: BHC 126, Time: TR 10:30-11:45

Office Hours: TR 9:00-10:30, 12:00-2:45, and by appt., Office: Trevor Colbourn Hall 236B

Department Phone: (407) 823-5596, Email: [bmauer@ucf.edu](mailto:bmauer@ucf.edu) (<mailto:bmauer@ucf.edu>)



"You know why I do it? I do it to discredit you all and demean you all so that when you write negative stories about me, no one will believe you." - Trump (on [why he bashes the media](#)

(<https://www.cnbc.com/2018/05/22/trump-told-lesley-stahl-he-bashes-press-to-discredit-negative-stories.html>.)

## Course Description

**Note: this is a face-to-face class, but we will be doing much of our work (discussions, quizzes, and papers) online. You should jump right into the webcourse ASAP.**

This course examines our capacity to be fooled, either by another's misrepresentation or by our own reasoning errors. At worst, this capacity can lead us into fiascos. For instance, during the housing bubble that preceded the 2008 financial collapse, so many people were **fooled about the security of subprime loans** ([https://en.wikipedia.org/wiki/Subprime\\_mortgage\\_crisis](https://en.wikipedia.org/wiki/Subprime_mortgage_crisis)) that they brought on a global economic meltdown. Could this crisis have been avoided? More recently, tens of millions of Americans voted a con man with a **horrifying agenda** (<https://www.salon.com/2018/07/11/donald-trumps-startling-global-agenda-taking-white-supremacy-worldwide/>) into the presidency. His followers **repeatedly failed to heed warnings** (<https://psmag.com/news/a-sociologist-explains-the-similarities-between-cults-and-trumps-gop>) about the president's **criminal and unethical behavior** (<https://corrupt.af/>) before and after taking office and instead became **complicit in his crimes** (<https://www.nytimes.com/2018/08/18/opinion/the-slippery-slope-of-complicity.html>) and attacked his critics and perceived enemies, **with the president's incitement** (<https://www.snopes.com/fact-check/donald-trump-incitement-violence/>), and often with **lethal force** (<https://www.defenseone.com/threats/2018/02/national-security-pros-its-time-talk-about-right-wing-extremism/146319/>). Why are people fooled? We will be refining this questions throughout the semester to ask, "why are some people fooled more than others and why are we fooled about some things more than about other things?"

"Why Are People Fooled?" is a Gordon Rule course, which means you will produce at least 6000 words of evaluated writing as required by the English Department. Each Gordon Rule assignment has the following characteristics:

1. The writing will have a clearly defined central idea or thesis.
2. It will provide adequate support for that idea.
3. It will be organized clearly and logically.
4. It will show awareness of the conventions of standard written English.
5. It will be formatted or presented in an appropriate way.

The course investigates this enduring question - Why Are People Fooled? - as it relates to three areas of inquiry:

1. The human capacity for being fooled.
2. The ability of con artists and propagandists to fool people.
3. The ways in which people might protect themselves from being fooled.

We will seek to understand how humans are prone to self-deception, ignorance, credulity, propaganda, prejudice, groupthink, and mass hysteria, so that we will have a greater chance to counteract the reasoning errors that lead to these outcomes. This learning process involves gaining critical self-awareness, and my bet is that we will discover that each of us holds beliefs, including our most cherished core beliefs, that are likely false and may also be dangerous (note: if you can't tolerate having your core beliefs challenged, you should not take this class!). Learning how not to be fooled is a large part of critical thinking, which is central to a

humanities education. This course teaches critical thinking in new and exciting ways by including lessons about how to stop our automatic reactions and about acquiring life management skills that will help us avoid getting fooled. We will examine this theme in relation to several areas of study:

1. Modes of persuasion, ranging from dialogue to war
2. Propaganda and public relations
3. Science and pseudo-science
4. Mental illness and health
5. Technology and culture

The course draws upon materials from many knowledge areas—philosophy, cognitive science, economics, rhetoric, sociology, politics, and communications theory—to investigate our capacity to be fooled. The result will be an accessible, yet challenging and engaging course.

### Course Objectives

1. To understand how aspects of human psychology and society leave us vulnerable to manipulation.
2. To develop professional skills in research and in writing to persuade.
3. To understand the differences between science and pseudo-science and also between history and pseudo-history.
4. To understand the differences between propaganda and ethical forms of persuasion.
5. To enter into academic and professional discourse communities. My teaching aims to help you enter these communities by integrating four knowledge areas: literacy, critical thinking, self-knowledge, and citizenship.
  - **Literacy** is more than the ability merely to read and write; it is also the ability to read reality and to interpret the "instrument panels" that tell us about it. At the university level, it means the ability to communicate within academic and professional communities using specialized discourses. Such work requires new habits of reading and writing, habits that do not come easily or naturally for most people. My mentor in graduate school, Professor Gregory Ulmer, used to remind me that a pencil was probably about the cheapest technology a person could buy but the most expensive to learn to use effectively. I focus on improving each student's abilities regardless of his or skills on the first day of class.
  - **Critical thinking** is the ability to think abstractly and to assess the merits of an idea or text. It requires skills in analysis and interpretation. Analysis describes what type a text is, how it functions, details its elements and explains how it achieves its effects. Interpretation declares what a text means, what its major themes are, and what morals or lessons the reader should draw from it. When students become adept at these skills, they are ready to assess the merits of ideas, including their own.
  - **Self-knowledge** lies at the origins of scholarly learning, beginning with the Delphic Oracle's instruction to Socrates: "Know thyself!" Self-knowledge is the process of creating an inventory of one's thoughts and behaviors, discovering one's values, and checking for congruence. The processes for attaining self-knowledge derive as much from art as they do from science; thus I ask students to study literature, and, in several of my classes, to produce literature. By studying and producing literature, we explore ways of being in the world.
  - **Citizenship** is a process of engagement with the world, one that balances empowerment with humility. It begins with an understanding of self, of groups, of traditions, and of actions and their consequences. The citizenship process is similar to the self-knowledge process. It entails examination of a group's values and its beliefs and

behaviors. Again, the arts are powerful agents for understanding what it means to have responsibility, power, and limitations in our own place and time.

- By integrating these four areas, you should gain a sense of confidence about your place in academic and professional worlds. You should have the ability to find, evaluate, and use information effectively.

## Required Texts

Please visit [Required Texts](#) to see what texts are required for the course.

## Course Policies

Please visit [Course Policies](#) to see, uh, the course policies.

## Grading

Please visit [Grading](#) for detailed explanations of how assignments are graded and how the overall course grade is calculated.

## Schedule

Note: Assignments after dates are due dates (not start dates).

## Part 1: Influence

### Week 1 (August 21-23): Introduction to the Course/Thinking Critically About Persuasion

1. Tuesday, August 21: Intro and Syllabus. Read (in class) the syllabus, [class disclaimer](#), then [Module 1: “Why Do We Have Critical Thinking?”](#) and [Michael Shermer’s “What is a Skeptic?”](#) and [Inferences](#).
2. Thursday, August 23: Read [Handouts](#), then read [Marlin “Jacques Ellul”](#) (10 pages) and [Module 2 - Thinking Critically About Persuasion: Jacques Ellul](#). Take the Marlin [“Jacques Ellul Quiz”](#). Participate in the [Marlin - “Jacques Ellul” Discussion](#).
3. Friday, August 24: All faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the [“Jacques Ellul Quiz”](#) by the end of the first week of classes or as soon as possible after adding the course, but no later than today. Failure to do so may result in a delay in the disbursement of your financial aid.

### Week 2 (August 28-30): Weapons of Influence/Reciprocation

1. Tuesday, August 28: Read Cialdini, Introduction and Chapter 1: “Weapons of Influence” (17 pages) and [module 3](#). Take the [Cialdini Chapter 1 Quiz](#). Participate in the [Cialdini, Introduction and Chapter 1: “Weapons of Influence” Discussion](#). Introduce extra credit [Beliefs and Attitudes Survey](#) in class.
2. Thursday, August 30: Read Cialdini, Chapter 2, “Reciprocation: The Old Give and Take . . . and Take” (31 pages) and [module 4](#). Take the [Cialdini Chapter 2 Quiz](#). Participate in the [Cialdini, Chapter 2, “Reciprocation: The Old Give and Take . . . and Take” Discussion](#).

### **Week 3 (September 4-6): Commitment and Consistency / Social Proof**

1. Tuesday, September 4: Read Cialdini, Chapter 3: Commitment and Consistency: “Hobgoblins of the Mind” (46 pages) and [module 5](#). Take the [Cialdini Chapter 3 Quiz](#). Participate in the [Cialdini, Chapter 3: Commitment and Consistency: “Hobgoblins of the Mind” Discussion](#).
2. Thursday, September 6: Read Cialdini, Chapter 4: “Social Proof: Truths are Us” (43 pages) and [module 6](#). Take the [Cialdini Chapter 4 Quiz](#). Participate in the [Cialdini, Chapter 4: “Social Proof: Truths are Us” discussion](#).

Extra Credit “Beliefs and Attitudes Survey” due by 11:59 p.m. (10 points)

### **Week 4 (September 11-13): Liking / Authority**

1. Tuesday, September 11: Read Cialdini, Chapter 5: “Liking: The Friendly Thief” (39 pages) and [module 7](#). Guess what? There is no Chapter 5 quiz. But you should participate in the [Cialdini, Chapter 5: “Liking: The Friendly Thief” Discussion](#).
2. Thursday, September 13: Read Cialdini, Chapter 6: “Authority: Directed Deference” (42 pages) and [module 8](#). Take the [Cialdini Chapter 6 Quiz](#). Participate in the [Cialdini, Chapter 6: “Authority: Directed Deference” Discussion](#).

### **Week 5 (September 18-20): Scarcity / Instant Influence**

1. Tuesday, September 18: First projects are due in a week, so please read the [assignment options](#) and get started! Read Cialdini, Chapter 7: “Scarcity: The Rule of the Few” (39 pages) and [module 9](#). Take the [Cialdini Chapter 7 Quiz](#). Participate in the [Cialdini, Chapter 7: “Scarcity: The Rule of the Few” Discussion](#).
2. Thursday, September 20: Read Cialdini, Chapter 8: “Instant Influence: Primitive Consent for an Automatic Age” (7 pages) and [module 10](#). There is no quiz for this module, but please participate in the [Cialdini, Chapter 8: “Instant Influence: Primitive Consent for an Automatic Age” Discussion](#).

## **Part 2: Denialism**

### **Week 6 (September 25-27): Detecting Baloney / Denialism**

1. Tuesday, September 25: [FIRST PROJECT DUE](#). Also, Read Collins, Introduction and Chapter 1: “Baloney Detection” (30 pages) and module 11. Take the [Collins Introduction and Chapter 1 Quiz](#).
2. Participate in the [Collins, Introduction and Chapter 1: “Baloney Detection” Discussion](#).
3. Thursday, September 27: Read Collins, Chapter 2: “Denialism” (26 pages) and module 12. Take the [Collins Chapter 2 Quiz](#). Participate in the [Collins, Chapter 2: “Denialism” Discussion](#).

### **Week 7 (October 2-4): Conspiracy Theories / Hoaxes / Pseudoscience**

1. Tuesday, October 2: Read Collins, Chapter 3: “Conspiracy Theories,” Chapter 4: “Rumors,” and Chapter 6: “Hoaxes” (47 pages) and module 13. Take the [Collins Chapter 3, 4, and 6 Quiz](#). Participate in the [Collins, Chapter 3: “Conspiracy Theories,” Chapter 4: “Rumors,” and Chapter 6: “Hoaxes” Discussion](#).
2. Thursday, October 4: Read Collins, Chapter 7: “Pseudoscience” (47 pages) and module 14. Take the [Collins Chapter 7 Quiz](#). Participate in the [Collins, Chapter 7: “Pseudoscience” Discussion](#).

## **Week 8 (October 9-11): Pseudohistory / Pseudolaw / The Harm of Denialism**

1. Tuesday, October 9: Read Collins, Chapter 8: “Pseudohistory” and Chapter 9: “Pseudolaw” (54 pages) and module 15. Take the [Collins Chapter 8 and 9 Quiz](#). Participate in the [Collins, Chapter 8: “Pseudohistory” and Chapter 9: “Pseudolaw” Discussion](#).
2. Thursday, October 11: Read Collins Chapter 10: “What’s the Harm?”(20 pages) and module 16. Take the [Collins Chapter 10 Quiz](#). Participate in the [Collins, and Chapter 10: “What’s the Harm?” Discussion](#).

## **Part 3: Delusions**

### **Week 9 (October 16-18): Delusions about Delusions / The Relativity of Madness? / Incurrigibility**

1. Tuesday, October 16: Also, read Reznek, Introduction “Delusions about Delusions” and Chapter 1: “The Translation Paradox” (44 pages) and module 17. Take the [Reznek Introduction and Chapter 1 Quiz](#). Participate in the [Reznek, Introduction “Delusions about Delusions” and Chapter 1: “The Translation Paradox” Discussion](#).
2. Thursday, October 18: Read Reznek, Chapter 2: “The Incurrigibility Paradox” (17 pages) and module 18. Take the [Reznek Chapter 2 Quiz](#). Participate in the [Reznek, Chapter 2: “The Incurrigibility Paradox” Discussion](#).

### **Week 10 (October 23-25): Group Madness [Monday, October 31 – Withdrawal Deadline]**

1. Tuesday, October 23: Read Reznek, Chapter 3: “Is Everyone Mad?” (20 pages) and module 19. Take the [Reznek Chapter 3 Quiz](#). Participate in the [Reznek, Chapter 4: “The Community Paradox” Discussion](#).
2. Thursday, October 25: **SECOND PROJECT DUE**. Read Reznek, Chapter 4: “The Community Paradox” (23 page) and module 20. There is no Reznek Chapter 4 quiz. Participate in the [Reznek, Chapter 4: “The Community Paradox” Discussion](#).

### **Week 11 (October 30-November 1): Group Madness, continued**

1. Tuesday, October 30: Read Reznek, Chapter 5: “Community Madness: Religious and Secular” (26 pages) and module 21. Take the [Reznek Chapter 5 Quiz](#). Participate in the [Reznek, Chapter 5: “Community Madness: Religious and Secular” Discussion](#).
2. Thursday, November 1: Read Reznek, Chapter 6: “The Rationality Paradox” (17 pages) and module 22. Take the [Reznek Chapter 6 Quiz](#). Participate in the [Reznek, Chapter 6: “The Rationality Paradox” Discussion](#).

## **Part 4: The Republican War on Reality and Sanity**

### **Week 12 (November 6-8): Dangerous Delusions / The Blind Spot in the Enlightenment / Politics, Facts, and Brains**

1. Tuesday, November 6: Read Reznek, Chapter 8: “Delusions Are Dangerous,” and “Conclusion: The Sleep of Reason” (32 pages) and module 23. There is no quiz due for today. [Participate in the Reznek, Chapter 8: “Delusions Are Dangerous,” and “Conclusion: The Sleep of Reason” Discussion](#).

2. Thursday, November 8: Read Mooney, “Introduction: Equations to Refute Einstein,” “Prelude: Liberal Fresco on a Prison Wall,” and Chapter 1: “Denying Minds” (25 pages) and module 24. Take the [Mooney Prelude, Intro, and Chapter 1 Quiz](#). Participate in the [Mooney, Introduction, “Politics, Facts, and Brains,” “Prelude: Liberal Fresco on a Prison Wall,” and Chapter 1: “Denying Minds” Discussion](#).

### **Week 13 (November 13-15): Dangerous Certainty / Personality Crises**

1. Tuesday, November 13: Read Mooney, Chapter 2: “Smart Idiots” (15 pages) and module 25. No quiz today. Participate in the [Mooney, Chapter 2: “Smart Idiots” Discussion](#).
2. Thursday, November 15: **THIRD PROJECT DUE**. Read Mooney, Chapter 3: “Political Personalities,” and Chapter 4: “For God and Tribe” (30 pages) and module 26. Take the [Mooney Chapters 2-4 Quiz](#) (note that it includes questions about Mooney Chapter 2, which we read for Tuesday's class). Participate in the [Mooney, Chapter 3: “Political Personalities,” and Chapter 4: “For God and Tribe” Discussion](#).

### **Week 14 (November 20-21): The Environment (News and Propaganda)**

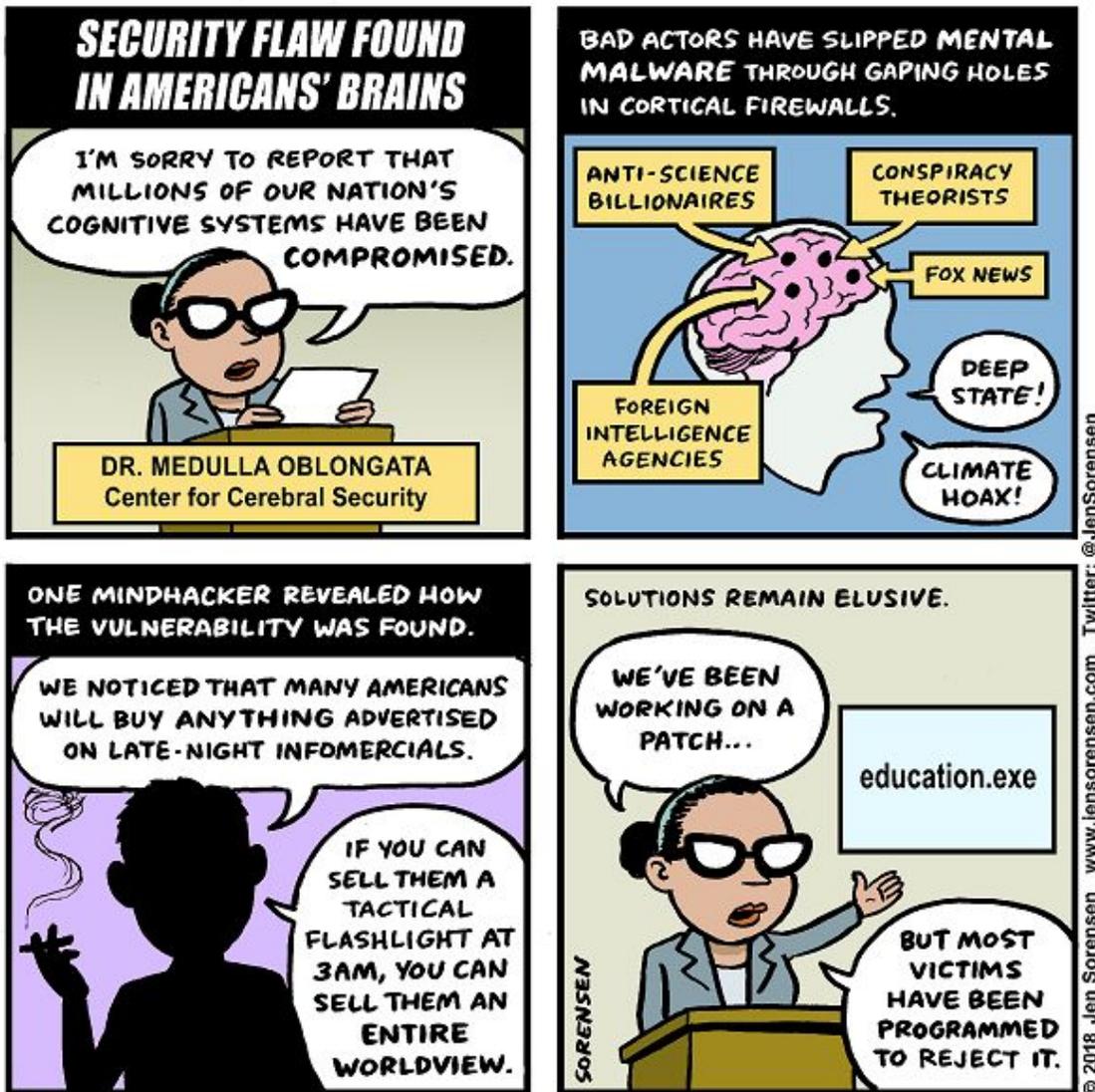
1. Tuesday, November 20: Read Mooney, Chapter 5: “Don’t Get Defensive,” Chapter 6: “Are Conservatives from the Amygdala?” Chapter 7: “A Tale of Two Republicans,” and Chapter 8: “The Science of Fox News” (57 pages) and module 27. Take the [Mooney Chapters 5-8 Quiz](#). Participate in the [Mooney, Chapter 5: “Don’t Get Defensive,” Chapter 6: “Are Conservatives from the Amygdala?” Chapter 7: “A Tale of Two Republicans,” and Chapter 8: “The Science of Fox News” Discussion](#).
2. Thursday, November 22: **Thanksgiving: No Class**

### **Week 15 (November 27-29): The Reality Gap / The War on Economics**

1. Tuesday, November 27: Read Mooney, “The Truth: Who’s Right, Who’s Wrong, and Who Updates,” Chapter 9: “The Reality Gap,” Chapter 10: “The Republican War on Economics,” and Chapter 11: “The Republican War on History” (49 pages) and module 28. Take the [Mooney Chapters 9-11 Quiz](#). Participate in the [Mooney, Chapter 9: “The Reality Gap,” Chapter 10: “The Republican War on Economics,” and Chapter 11: “The Republican War on History” Discussion](#).
2. Thursday, November 29: No class. Please use this time to review course materials for the final exam.

### **Week 16 (December 4-10): Finals Week**

3. Tuesday, December 4: **FINAL EXAM DUE ONLINE. Give yourself at least three hours to complete the exam. You will be shut out of the exam at 11:59 p.m.**
4. Thursday, December 6: **FINAL PROJECT DUE.**
5. **Extra Credit “Beliefs and Attitudes Survey 2” due Thursday, December 7, by 12:00 p.m. (noon)**



“It is the mark of an educated mind to be able to entertain a thought without accepting it.”

- Aristotle

## Course Summary:

Date	Details	
Thu Aug 23, 2018	<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606463">Marlin "Jacques Ellul" Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606463">https://webcourses.ucf.edu/courses/1289424/assignments/5606463</a>	due by 10:30am
	<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606465">Marlin - "Jacques Ellul" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606465">https://webcourses.ucf.edu/courses/1289424/assignments/5606465</a>	due by 11:59pm

Date	Details	
Tue Aug 28, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606461">Cialdini Chapter 1 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606461">https://webcourses.ucf.edu/courses/1289424/assignments/5606461</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606467">Cialdini, Introduction and Chapter 1: "Weapons of Influence" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606467">https://webcourses.ucf.edu/courses/1289424/assignments/5606467</a>	due by 11:59pm
Thu Aug 30, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606429">Cialdini Chapter 2 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606429">https://webcourses.ucf.edu/courses/1289424/assignments/5606429</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606471">Cialdini, Chapter 2, "Reciprocation: The Old Give and Take . . . and Take" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606471">https://webcourses.ucf.edu/courses/1289424/assignments/5606471</a>	due by 11:59pm
Tue Sep 4, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606419">Cialdini Chapter 3 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606419">https://webcourses.ucf.edu/courses/1289424/assignments/5606419</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606469">Cialdini, Chapter 3: Commitment and Consistency: "Hobgoblins of the Mind" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606469">https://webcourses.ucf.edu/courses/1289424/assignments/5606469</a>	due by 11:59pm
Thu Sep 6, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606457">Cialdini Chapter 4 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606457">https://webcourses.ucf.edu/courses/1289424/assignments/5606457</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606437">Beliefs and Attitudes Survey</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606437">https://webcourses.ucf.edu/courses/1289424/assignments/5606437</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606473">Cialdini, Chapter 4: "Social Proof: Truths are Us" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606473">https://webcourses.ucf.edu/courses/1289424/assignments/5606473</a>	due by 11:59pm
Tue Sep 11, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606475">Cialdini, Chapter 5: "Liking: The Friendly Thief" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606475">https://webcourses.ucf.edu/courses/1289424/assignments/5606475</a>	due by 11:59pm
Thu Sep 13, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606425">Cialdini Chapter 6 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606425">https://webcourses.ucf.edu/courses/1289424/assignments/5606425</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606477">Cialdini, Chapter 6: "Authority: Directed Deference" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606477">https://webcourses.ucf.edu/courses/1289424/assignments/5606477</a>	due by 11:59pm
Tue Sep 18, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606459">Cialdini Chapter 7 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606459">https://webcourses.ucf.edu/courses/1289424/assignments/5606459</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5757405">Cialdini, Chapter 7: "Scarcity: The Rule of the Few" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5757405">https://webcourses.ucf.edu/courses/1289424/assignments/5757405</a>	due by 11:59pm
Thu Sep 20, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5757409">Cialdini, Chapter 8: "Instant Influence: Primitive Consent for an Automatic Age" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5757409">https://webcourses.ucf.edu/courses/1289424/assignments/5757409</a>	due by 11:59pm

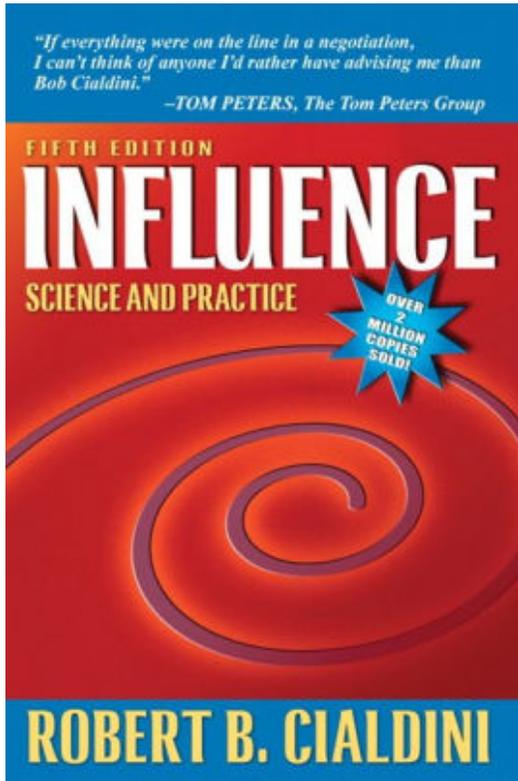
Date	Details	
Tue Sep 25, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606449">Collins Intro and Chapter 1 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606449">https://webcourses.ucf.edu/courses/1289424/assignments/5606449</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5759763">Collins, Introduction and Chapter 1: "Baloney Detection" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5759763">https://webcourses.ucf.edu/courses/1289424/assignments/5759763</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606479">First Paper (Cialdini)</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606479">https://webcourses.ucf.edu/courses/1289424/assignments/5606479</a>	due by 11:59pm
Thu Sep 27, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606431">Collins Chapter 2 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606431">https://webcourses.ucf.edu/courses/1289424/assignments/5606431</a>	due by 10:30am
Tue Oct 2, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606441">Collins Chapter 3, 4, and 6 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606441">https://webcourses.ucf.edu/courses/1289424/assignments/5606441</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787765">Collins, Chapter 3: "Conspiracy Theories," Chapter 4: "Rumors," and Chapter 6: "Hoaxes" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787765">https://webcourses.ucf.edu/courses/1289424/assignments/5787765</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787767">Collins, Chapter 2: "Denialism" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787767">https://webcourses.ucf.edu/courses/1289424/assignments/5787767</a>	due by 11:59pm
Thu Oct 4, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606455">Collins Chapter 7 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606455">https://webcourses.ucf.edu/courses/1289424/assignments/5606455</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787821">Collins, Chapter 7: "Pseudoscience" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787821">https://webcourses.ucf.edu/courses/1289424/assignments/5787821</a>	due by 11:59pm
Tue Oct 9, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606427">Collins Chapter 8 and 9 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606427">https://webcourses.ucf.edu/courses/1289424/assignments/5606427</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787421">Collins, Chapter 8: "Pseudohistory" and Chapter 9: "Pseudolaw" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787421">https://webcourses.ucf.edu/courses/1289424/assignments/5787421</a>	due by 11:59pm
Thu Oct 11, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606445">Collins Chapter 10 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606445">https://webcourses.ucf.edu/courses/1289424/assignments/5606445</a>	due by 10:30am
Tue Oct 16, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606447">Reznek Introduction and Chapter 1 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606447">https://webcourses.ucf.edu/courses/1289424/assignments/5606447</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786331">Reznek, Introduction "Delusions about Delusions" and Chapter 1: "The Translation Paradox" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786331">https://webcourses.ucf.edu/courses/1289424/assignments/5786331</a>	due by 11:59pm
Thu Oct 18, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606421">Reznek Chapter 2 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606421">https://webcourses.ucf.edu/courses/1289424/assignments/5606421</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787837">Reznek, Chapter 2: "The Incorrigeability Paradox" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787837">https://webcourses.ucf.edu/courses/1289424/assignments/5787837</a>	due by 11:59pm

Date	Details	
Tue Oct 23, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606453">Reznez Chapter 3 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606453">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606453">https://webcourses.ucf.edu/courses/1289424/assignments/5606453</a>)</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787835">Reznek, Chapter 3: "Is Everyone Mad?" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787835">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787835">https://webcourses.ucf.edu/courses/1289424/assignments/5787835</a>)</a>	due by 11:59pm
Thu Oct 25, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787831">Reznek, Chapter 4: "The Community Paradox" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787831">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787831">https://webcourses.ucf.edu/courses/1289424/assignments/5787831</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606487">Second Paper (Collins)</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606487">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606487">https://webcourses.ucf.edu/courses/1289424/assignments/5606487</a>)</a>	due by 11:59pm
Tue Oct 30, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606439">Reznek Chapter 5 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606439">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606439">https://webcourses.ucf.edu/courses/1289424/assignments/5606439</a>)</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787829">Reznek, Chapter 5: "Community Madness: Religious and Secular" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787829">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787829">https://webcourses.ucf.edu/courses/1289424/assignments/5787829</a>)</a>	due by 11:59pm
Thu Nov 1, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606435">Reznek Chapter 6 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606435">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606435">https://webcourses.ucf.edu/courses/1289424/assignments/5606435</a>)</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787827">Reznek, Chapter 6: "The Rationality Paradox" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787827">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787827">https://webcourses.ucf.edu/courses/1289424/assignments/5787827</a>)</a>	due by 11:59pm
Tue Nov 6, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787823">Reznek, Chapter 8: "Delusions Are Dangerous," and "Conclusion: The Sleep of Reason" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787823">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787823">https://webcourses.ucf.edu/courses/1289424/assignments/5787823</a>)</a>	due by 11:59pm
Thu Nov 8, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606417">Mooney Prelude, Intro, and Chapter 1 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606417">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606417">https://webcourses.ucf.edu/courses/1289424/assignments/5606417</a>)</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786329">Mooney, Introduction, "Politics, Facts, and Brains," "Prelude: Liberal Fresco on a Prison Wall," and Chapter 1: "Denying Minds" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786329">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786329">https://webcourses.ucf.edu/courses/1289424/assignments/5786329</a>)</a>	due by 11:59pm
Tue Nov 13, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606423">Mooney Chapters 2-4 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606423">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606423">https://webcourses.ucf.edu/courses/1289424/assignments/5606423</a>)</a>	due by 10:30am
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786319">Mooney, Chapter 2: "Smart Idiots" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786319">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786319">https://webcourses.ucf.edu/courses/1289424/assignments/5786319</a>)</a>	due by 11:59pm
Thu Nov 15, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786315">Mooney, Chapter 3: "Political Personalities," and Chapter 4: "For God and Tribe" Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786315">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786315">https://webcourses.ucf.edu/courses/1289424/assignments/5786315</a>)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606489">Third Paper (Reznek)</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606489">(<a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606489">https://webcourses.ucf.edu/courses/1289424/assignments/5606489</a>)</a>	due by 11:59pm

Date	Details		
Tue Nov 20, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606451">Mooney Chapters 5-8 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606451">https://webcourses.ucf.edu/courses/1289424/assignments/5606451</a>	due by 10:30am	
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786309">Mooney, Chapter 5: “Don’t Get Defensive,” Chapter 6: “Are Conservatives from the Amygdala?” Chapter 7: “A Tale of Two Republicans,” and Chapter 8: “The Science of Fox News” Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786309">https://webcourses.ucf.edu/courses/1289424/assignments/5786309</a>	due by 11:59pm	
Tue Nov 27, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606443">Mooney Chapters 9-11 Quiz</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606443">https://webcourses.ucf.edu/courses/1289424/assignments/5606443</a>	due by 10:30am	
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786313">Mooney, Chapter 9: “The Reality Gap,” Chapter 10: “The Republican War on Economics,” and Chapter 11: “The Republican War on History” Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786313">https://webcourses.ucf.edu/courses/1289424/assignments/5786313</a>	due by 11:59pm	
Tue Dec 4, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606415">Final Exam</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606415">https://webcourses.ucf.edu/courses/1289424/assignments/5606415</a>	due by 11:59pm	
Thu Dec 6, 2018	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606433">Beliefs and Attitudes Survey 2</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606433">https://webcourses.ucf.edu/courses/1289424/assignments/5606433</a>	due by 11:59pm	
	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606481">Fourth Paper (Mooney)</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606481">https://webcourses.ucf.edu/courses/1289424/assignments/5606481</a>	due by 11:59pm	
 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786303">Class Greeting</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5786303">https://webcourses.ucf.edu/courses/1289424/assignments/5786303</a>	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787345">Collins, and Chapter 10: “What’s the Harm?” Discussion</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5787345">https://webcourses.ucf.edu/courses/1289424/assignments/5787345</a>	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606483">Online Participation</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606483">https://webcourses.ucf.edu/courses/1289424/assignments/5606483</a>	 <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606485">Roll Call Attendance</a> <a href="https://webcourses.ucf.edu/courses/1289424/assignments/5606485">https://webcourses.ucf.edu/courses/1289424/assignments/5606485</a>

# Required Texts

1. Cialdini: [Influence: Science+Practice | Edition: 5](#) [.\(http://a.co/imoHcJc\)](http://a.co/imoHcJc)



[.\(http://a.co/imoHcJc\)](http://a.co/imoHcJc)

Isbn: 9780205609994

Publication Date: 08/15/2008

Publisher: Pearson

2. Collins: [Bullspotting](#)

Isbn: 9781616146344

LOREN COLLINS

# Bullspotting

FINDING FACTS  
in the Age of  
MISINFORMATION

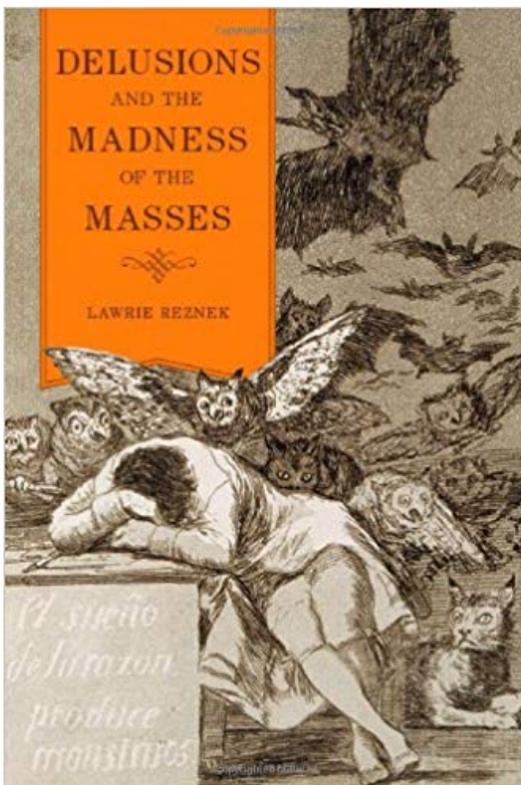


<http://a.co/2yzkwJz>

Publication Date: 10/16/2012

Publisher: Random

### 3. Reznick: [Delusions+Madness Of Masses](#)



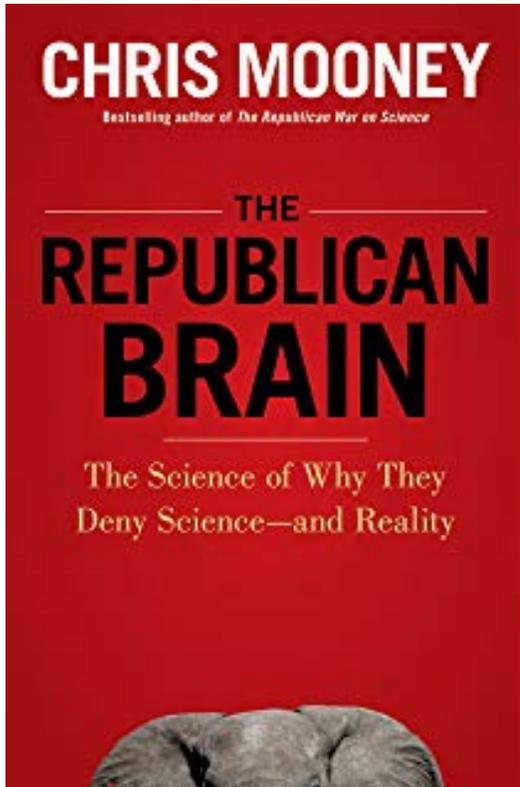
Isbn: 9781442206052

<https://www.amazon.com/gp/offer-listing/1442206055>

Publication Date: 11/16/2010

Publisher: Rlpq

4. Mooney: [Republican Brain](#)



Isbn: 9781118094518

<http://a.co/jjUjea6>

Publication Date: 04/10/2012

Publisher: Ingram Pub

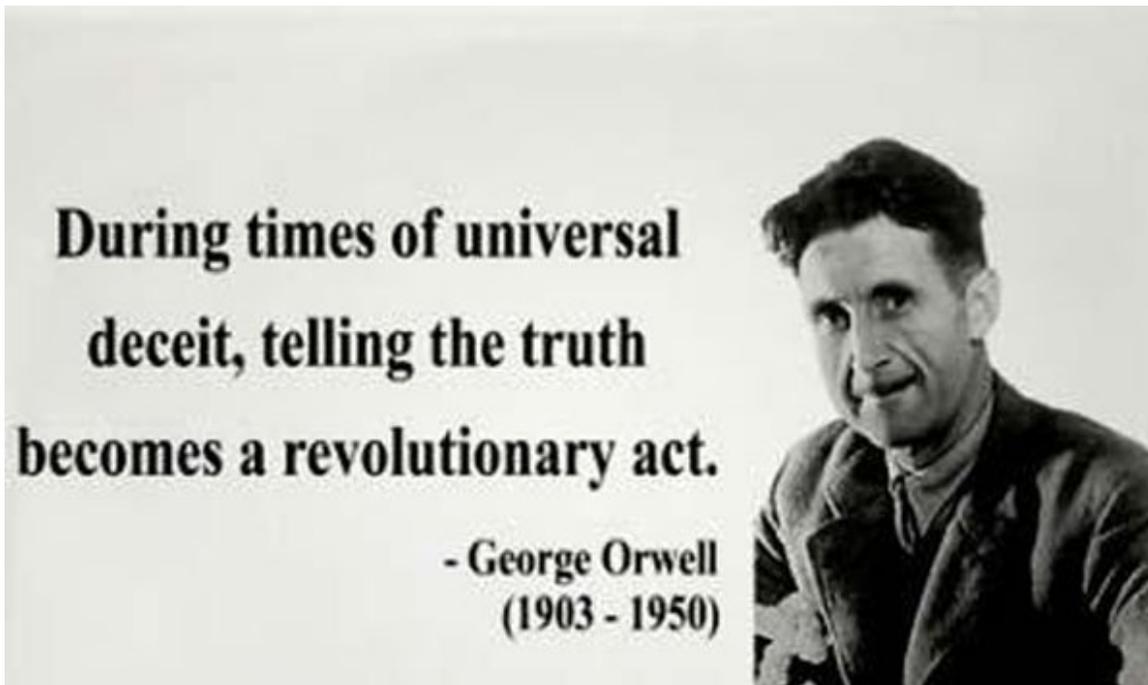
Additional readings (useful for papers!) are available here: [Additional articles](#)  
(<https://www.dropbox.com/sh/oz4fs9qec9ewe35/AACdipmJCMrw9RG3F-DiE9Ota?dl=0>).

A list of useful books is also available here: [Additional Books for “Why Are People Fooled?”](#)  
(<https://webcourses.ucf.edu/courses/1289424/pages/additional-books-for-why-are-people-fooled>).

Finally, here is a list of useful websites: [Blogs and Websites More or Less in Reality](#).  
(<https://webcourses.ucf.edu/courses/1289424/pages/blogs-and-websites-more-or-less-in-reality>)

Return to [Syllabus](#) (<https://webcourses.ucf.edu/courses/1289424>).

# Course Policies



Specific to this course:

1. **Classroom Behavior:** Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please arrive on time prepared to stay for the entire class, and do not engage in conversation other than the classroom critical discussions we will be having about the texts on hand. Proper classroom conduct also entails creating a positive learning experience for all students; therefore, sexist, racist, homophobic, or other derogatory remarks will not be tolerated. My top priority is to provide a safe environment for learning. Also critical is respect for the work we are doing in class. For instance, please do not ever ask me if I am willing to end class early. I'm not, unless there is something truly extraordinary happening that warrants it. You are free, however, to leave at any time and thus to accept the consequences of your own actions.
2. Your participation in class discussions is **required** and is expected at each and every class meeting. This is a discussion-based, student-centered class; it only works if you, the student, take responsibility for your learning by showing up prepared and engaged. Full preparation means you have read the assigned material and wrote or thought about it and you have brought your course materials to class with you. Please raise your hand and wait to speak until I call on you.
3. Additional participation in the webcourse discussion forums is strongly encouraged and will count for 30 points towards your final grade.
4. Attendance is crucial because of the vital role discussion plays in this course. You will drop your grade a whole letter for every four unexcused absences. Absences will be excused in cases of emergency or for prior arrangements of short duration. You must contact me ASAP once you know you will be absent.

5. Students who fall asleep in class will be counted as absent. Also, do not text, listen to your iPod, read the newspaper, do homework for other classes, or in any other way be rude or disruptive. Active participation means being present mentally and physically.
6. Students who arrive late or leave early disrupt class time. Arrive on time and do not leave until class is over. If you must leave early (for health reasons, etc.) please let me know as soon as possible. Every two unexcused late arrivals or early departures count as one absence.
7. Make-up work is available at the professor's discretion for excused absences only. No make-up work will be given for unexcused absences. Students who miss class are responsible for raising the issue of make-up work with the professor.
8. Late assignments will lose 20% of the total possible points per class meeting after due date.
9. All work is to be done individually unless otherwise noted by the instructor.
10. All papers must be proofread and submitted to our webcourse. Incomplete papers will be returned.
11. All quizzes are "open note" but "closed book."
12. Emails sent to me must be courteous and professional. Please provide a greeting ("Dear/Hello Dr. Mauer"). Always sign your name. Responses to emails may take up to three days, especially on weekends. Please be patient.
13. No incompletes will be given in this course.
14. Complaints about assignment grades should be discussed with me within one week after return.
15. If there are mistakes (missing texts, broken links, wrong calendar dates, etc.) in webcourses, please let me know so I can fix them. Creating a webcourse involves setting up hundreds of texts and links. More than likely I made at least one mistake.
16. This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Itinerary (course schedule), so be sure that you know if any due dates change.
17. **Plagiarism and Cheating:** All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment and may also lead to an "F" for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information ([UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/)). I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or by taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
18. **Disability Accommodation:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Rm. 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116.
19. **University Writing Center**, Trevor Colbourn Hall 109, Satellite Locations: Main Library, Rosen Library & Online, 407-823-2197 [Writing Center \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/) The University Writing Center (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, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

## General Policies Related to the University:

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)

(<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. 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.
2. 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.
3. 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.
4. Falsifying or misrepresenting the student's own academic work.
5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#) (<http://www.academicintegrity.org/icai/assets/FVProject.pdf>).

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

- Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu \(http://my.ucf.edu/\)](http://my.ucf.edu/) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this

[video](https://youtu.be/NIKYajEx4pk) [\\_ \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy \(http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf\)](http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf).

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policy \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf).

### **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.

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# Grading

Assignment	Points
*4-5 page papers (4@ 100 each)	400
Quizzes (20@ 5 each, 2@ 10 each)	120
Online Participation in Discussions	30
<u>*Final Exam</u>	<u>50</u>
Total	600

A = 558-600

A- = 540-557

B+ = 522-539

B = 498-521

B- = 480-497

C+ = 462-479

C = 438-461

C- = 420-437

D+ = 402-419

D = 378-401

D- = 360-377

F = Below 360

## Standards for Written Work

- An "A" text is exceptional. It presents sophisticated and significant critique and is guided by a meaningful argument. It contains the required elements of the assignment, is written in an engaging style, is arranged in a logical manner, is memorable, and is visually appealing. It is free of mechanical errors.

- A “B” text is strong. It contains all required elements of the assignment. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It has few mechanical errors.
- A “C” text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has some mechanical errors.
- “D” work is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria.
- “F” work fails in terms of one or more of these criteria.

## Grading Rubric

	<b>Conceptual</b>	<b>Rhetorical</b>	<b>Thesis</b>	<b>Development and Support</b>	<b>Structuring</b>	<b>Language</b>
<b>A</b>	has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class.	commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader’s need for information, explanation, and context	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident	well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt	uses sophisticated sentences effectively; usually chooses words appropriately; observes professional conventions of written English and manuscript format; makes few minor or technical errors
<b>B</b>	shows a good understanding of the texts, ideas and methods of the	addresses audience with a thoughtful argument with a clear purpose; responds directly to the	clear, specific, arguable thesis, central to the essay; may	pursues explanation and proof of thesis consistently; develops a	distinct units of thought in paragraphs controlled by specific, detailed, and	a few mechanical difficulties or stylistic problems (split infinitives,

	assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, and context.	have left minor terms undefined	main argument with explicit major points with appropriate textual evidence and supporting detail	arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs	dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format
<b>C</b>	shows an understanding of the basic idea, and information involved In the assignment; may have some factual, interpretive or conceptual errors	presents an adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's need for information, explanation, and context	general thesis or controlling idea; may not define several central terms	only partially develops the argument;. shallow analysis; some ideas and generalizations undeveloped or unsupported, makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing	some awkward transitions; some brief, weakly unified undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	more frequent wordiness, unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately
<b>D</b>	shows inadequate command of course	shows serious weakness in addressing an audience;	thesis vague or not central to argument;	frequently only narrates; digresses from one topic to	simplistic, tends to narrate or merely	some major grammatical or proofreading errors (subject/verb

	materials or has significant factual and conceptual errors; confuses some significant ideas	unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate	central terms not defined	another without developing ideas or terms, makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources	summarize; wanders from one topic to another; illogical arrangement of ideas	agreement, sentence fragments, word form errors, etc.);language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format
F	writer lacks critical understanding of lectures, readings, discussions, or assignments	shows severe difficulty communicating through academic writing	no discernible thesis	little or no development; may list disjointed facts or misinformation; uses no quotation, or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet Standard Written English requirement

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