

# Module 0.4 - Taboo Theatre Syllabus

**NOTE:** For Survey students, this Syllabus Module is quite a bit different from the last one. Look sharp.

**NOTE:** New, required University COVID Syllabus addition appears at the end of this Syllabus.

**SUCCESS FOR THIS COURSE REQUIRES THAT YOU READ ALL OF THIS AND OTHER CONTENT PAGES. As a speed reader, I know how difficult this can be. DON'T skip around. I want you to succeed. Take the time to read it all. Refresh your memory from time to time here. Yes. It is that important.**

\*\**(Picture removed for data density upload economy)*

## **Original production of Broadway's *Spring Awakening***

### **Instructor Contact**

**Instructor**      John Shafer

**Office**                      PAC T217- I do not know how Office Hours will work due to Pandemic, but I am available online. My office is smaller than the square footage permitted for meeting students.

**Physical Office Hours**      **Office Hours: TBD - (Pandemic)**

**Phone**                      407-823-0871 (Little chance of catching me here due to Pandemic)

**E-mail**            john.shafer2@ucf.edu

<b>TA</b>	TBD
<b>Phone</b>	
<b>E-Mail</b>	

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### Course Information

**Course Name**            Taboo Theatre: Sex &  
Violence on Stage

**Course ID & Section**    THE 3383-01

**Credit Hours**            3

**Semester/Year**            Fall 2020

**Location**                    On Line

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\*\* (Picture removed for data density upload economy)

### WARNING

This course is for adults who are capable of being exposed to very disturbing and sometimes unpleasant images and topics without becoming upset, defensive, and/or socially aggressive. There will be graphic imagery and socially offensive material in the reading assignments, the video presentations, and the class discussion. For example, the dramatic presentation of rape appears in our classic and modern scripts. This will be a part of what is covered. However, if you find that you are easily offended about any topic? This may not be the right course for you. There will also be ideas

discussed that may not conform to your world view. Course content, classic & modern play presentation, and the various entertainment coverage intended for the benefit of the wider class will not be changed at your request. If other view points make you angry? Have a frank discussion with yourself before continuing in this course. You know yourself best. **This is an elective course. Choose what course to buy.** Choose wisely and safely for your over-all well being and enjoyment.

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**J.M. Synge's *Playboy of the Western World* debuted on stage in 1907**

### **COURSE DESCRIPTION:**

Our collective shadowed subconscious has summoned darkly fascinating dramatic characters to life in our theaters time and time again. The villains; the incestuous, the murderers, the vile, and the profane abound in our dramatic literature. But, not all sex and not all violence are painted as horrific or criminal. Many are presented as the 'normal' or appropriate actions for the circumstances. Our heroes indulge in sex and violence as well. Drama has therefore been dead center in the debate about sex, gender, violence, and taboo as far back as our records exist. This class shall discuss the societal need for these presentations, their communal context, common human themes, and their impact on the storytelling and entertainments of today.

Class time will consist of a mix of lecture, discussion, **play reading**, and video. Students may expect weekly Quizzes. Students are expected to have completed all assigned material in a timely fashion. **Reading assignments will be plentiful.** These must also be completed in a timely manner. MATURE THEMES will be discussed.

### **Recommended Text:**

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***Theatre Provocateur: When Drama Isn't Sanitized, An Anthology for Today's Consumer* by Shafer Revised 1st Edition**

\*\*Cognella (publisher) is the best place to get it. Check your e-mail for detailed directions. The UCF Bookstore will not have this as I did not submit it there- it was nearly double the cost to you there. The publisher is the most affordable source. The change in availability has been made to be more affordable for you. The electronic

version will be permitted and is the least expensive version. Hard copies are also available for those (like me) that prefer holding a book/script.

**NOTE: All instructors/faculty are required to document students' academic activity at the beginning of each course. This is done automatically when any grade assigned in the first week of class has been recorded. YOU have a special 'free points Quiz' that will do this for you if you complete it. It will have only one Question. The answer will be, 'Yes.' It will be available the very first day of class in Quizzes. Miss this free point opportunity? It will turn into a zero.**

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### Course Objectives

- Objective One – Form an academic base of dramatic literary knowledge as you follow the River of Time of our dramatic depictions of fictional sex & violence on stage
  - Objective Two – Learn a Consumers Guide of for being in control of your own selections for your dramatic consumption and/or dramatic production
  - Objective Three – Explore cross discipline opportunity and multi-platform, commercial expressions of dramatic story in performance
  - Objective Four – Understand more about what you are buying and seeing in performance and be able to support your own decisions regarding consumption and production of theatrical, marketing, and entertainment content
- 

**Recommended Text: This one is a little more complicated than normal...**

***Theatre Provocateur: When Drama Isn't Sanitized, An Anthology for Today's Consumer*** by Shafer, Revised 1st Edition, is the recommended text Anthology.

There is no text **Required** normally for this course because it is normally **Recommended**. It is **Recommended** because it saves so much time for you by ending the tracking down of individual plays for your reading Assignments. Plus, the Anthology is cheaper than buying each individual play.

I do not Require that you buy this text because I feel uncomfortable doing so because I wrote it. However, given the unique circumstances of the Pandemic and the new online offering, I am less than comfortable with the thought of you being without a text of your own or running around to libraries and stores to find copies during a pandemic.

The pandemic may limit access. I do not know how accessible or safe our libraries and book stores might be. There can be no in-class sharing of books because we are all online. I normally make a public copy available for student reading since I do not want to crimp your budget. (*My Survey students might remember that I wrote a text book*

replacement so you did not have to buy a text.) I can not guarantee access to a shared copy this term.

**Given the pandemic, I believe it would be a tremendous mistake to not have access to a personal text of your own** since searching for the plays assigned to read will be so difficult. Quizzes and course discussion will involve these reading Assignments heavily. They are THE big part of the academic foundation of this course.

**You still have a choice.** But, I am worried this time. I highly **Recommend** you get your own copy of the anthology to work with. I am not making this Required. But, be aware that you will need to be ON IT when it comes to collecting your play reading material if you choose to go it alone. I would consider it way too much trouble and work if it were me under normal circumstances. These are extraordinary circumstances where cutting down on brick and mortar visits are a safety priority. If it were not my own book I would Require it this semester.

However, the choice is still yours.

**The first play reading Assignment is *Lysistrata* by Aristophanes. The Penguin translation is closest to our Anthology version.**

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## Supplemental Texts

None

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# Course Requirements:

## 1. PLAY READINGS:

We will Assign a number of play scripts for you to read. All of these plays will be contained in the highly recommended anthology ***Theatre Provocateur: When Drama Isn't Sanitized, An Anthology for Today's Consumer*** by Shafer Revised 1st Edition. There are around 20 plays you will be responsible for reading.

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**The reading Assignment is no problem for most students. HOWEVER, this project can EAT a procrastinator- YOU. Don't feed the evil Procrastinator Demon.**

Missing Quizzes and feeding Procrastinator Demons **makes your Instructor quite sad**. Fed Procrastinator Demons DO make such a racket bouncing about the semester and everyone is unhappy.

## **2. LOTS OF VIDEO CLIPS:**

We will Assign a LARGE NUMBER of video clips that will take time in addition to your reading of plays, Sections, and Modules. These will be contained within your Modules. I believe you will enjoy most of these.

**Note:** Survey students may remember that we did not too often Quiz on your available video. **Do not make that assumption here.**

## **2. Quiz: OH, THE QUIZZES WE WILL SEE!**

Oodles and oodles. Thousands of points, maybe? You see, I have not written them, yet, so I don't know. But, I do know that this is the most likely hill for a grade to die on.

Missed Quizzes will be the lion share of the points damage during the semester and there is not a thing I can do to help you one you have missed a Quiz. The Procrastinator Demons LOVE feeding around the Quizzes.

**\*\***(Picture removed for data density upload economy)

## **Don't Get On the Wrong Side of the Procrastinator Demons! Because...**

### **Missed Assignments/ Make-Ups/ Extra Credit -**

1. There will be no late Assignments, no make- ups or extra credit.
2. There will be no late Assignments, no make- ups or extra credit.
3. There will be no late Assignments, no make- ups or extra credit.

***I have said it thrice: What I tell you three times is true.***” — Lewis Carroll, *The Hunting of the Snark*

**\*\***(Picture removed for data density upload economy)

***Alice Through the Looking Glass directed by Tim Burton***

**Note:** Women wielding violence of arms in our popular fictions has grown over the last couple of decades. This Alice is much more combat ready than the original novel, stage, and film versions of her.

\*\**(Picture removed for data density upload economy)*

**Most students do not have trouble with these Quizzes. They will be based on your Sections, Modules, Videos, and play reading Assignments.**

**But, some students DO feed the Procrastinator Demon's babies. The student gets busy, distracted, delayed, etcetera, and CHOMP! The bite of ONE Baby Procrastinator Demon is negligible. Two? Hardly annoying. But, the zeroes they leave in their wake will quickly fester and destroy your grade to become...**

\*\**(Picture removed for data density upload economy)*

## **GODZILLA PROCRASTINATOR DEMON**

***"Beware the jabberwock, my son. The jaws that bite, the claws that catch..."***  
**- Lewis Carroll**

And, you without a Vorpall Sword...

Each quiz is composed of **Ten or more Questions** and will include the required material covered each week in Modules and reading Assignments. The format for quizzes may include multiple choice, short answer, and true and false. **All material covered in modules is considered material for assessment for quizzes** unless otherwise noted in the **Module**. Create an outline of the material covered in each **Module** as you are reading it. Have it with you when you take the **Quiz**.

The **Quizzes** are timed and may only be attempted once. They also must be taken in a timely manner as they will close after they are opened whether you take them or not. Your Instructor recommends that you review the outline and material before you take each **Quiz**.

You will have only X **minutes** (varies depending on the length of the Quiz) and **one attempt** to take **each quiz**. **Please, make sure that you are ready to take the entire quiz once you begin. Once you click on "begin assessment" the clock begins. When the time limit is up - you will not be able to go back and finish the quiz.** Each **Quiz** will note the time available for each **Quiz**.

## **Example of the Type of Questions on Quizzes**

1. What is the comic premise of the play, *Lysistrata*?

- a. women are better with sword play than men
- b. sex can be a weapon
- c. centaurs make for the best mates
- d. war is funny

OR

2. What period did *Lysistrata* debut in?

- a. Roman
- b. Egyptian
- c. Etruscan
- d. Greek

OR

2. Who is the lead character in the play, *Lysistrata*?

- a. Hermione
- b. Helen
- c. Lysistrata
- d. Betty

OR

2. Who wrote *Lysistrata*?

- a. Aeschylus
- b. Aristophanes
- c. Sophocles
- d. none of the above

OR

2. What two things do the women in *Lysistrata* do to advance their agenda?

- a. Withhold sex and shave the men's beards
- b. Take over the treasury and shave the men's beards
- c. Take over the treasury and withhold sex



d. all of the above

### 3. Final Exam

(300pts approx.)- 50-100 comprehensive questions worth one point/s each will be in the form of multiple choice. Questions will resemble the type of questions that appear on weekly Quizzes.

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#### Evaluation and Grading

Letter Grade	Points
A	95 – 100 points
A-	90 – 94 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

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\*\*\*The course is already so generous, rounding up would not be appropriate. Grades do not round up. Please, do not ask. (This usually happens late in a semester. I will simply cut and paste this in your reply. It will likely feel rude. It is not meant to be. It is meant to be efficient.)

**The plays, materials, and ideas covered during this class may express adult or controversial themes as well as strong language. If this presents a problem for you, please see the instructor immediately to access your chances for success in the course. Historically, topics of sex and violence are inherently political. Expect to have questions raised that may raise your hackles. The professor is going to engage you as 'devils' advocate in ways intended to inform your personal choices for yourselves. Some views expressed will not even be the position of the Instructor. This is NOT a high school-hand holding-standardized test kind of course.**

**TRAVEL ARRANGEMENTS SHOULD BE MADE WITH YOUR SYLLABUS IN HAND. DO NOT EXPECT CLASS SCHEDULES, TESTS, OR DUE DATES TO SHIFT. (UNLESS... YOU KNOW... the RonaCane) WE WILL HOLD CLASS/DROP MODULES & QUIZZES EVERY DAY WE ARE SCHEDULED- ESPECIALLY JUST BEFORE HOLIDAYS.**

**CLASS TOPICS:**

**Week ONE 8/24/2020**

**Topic: Introduction to the Semester**

**WITHDRAWAL DEADLINE! OCTOBER 30th  
Eject by now if you KNOW you need to...**

**Schedule**

**August 24th - Class begins**

**Faculty Confirmation of Academic Activity  
August 24th-August31st**

**NO CLASS ON THESE DAYS**

Labor Day

[no-classes](#)Links to an external site. Monday, September 7th

Veteran's Day

Wednesday, November 11th

November 26-28th

Thanksgiving

(There is rumor about Thanksgiving that I will confirm and report back when appropriate)

**Withdrawal Deadline  
October 30th**

**Last Day of Class  
December 4th**

**Final Exam  
December 7-12th**

**(NOTE:** The Finals Day for this class will be announced multiple times. As this is an on-line course, **it will be delivered much like a giant, honking on-line Quiz. You will be given a span of two Finals days to execute your Final Exam.** More about this will be posted much later. You are responsible for staying in/available for class through the entire Finals Period for this course and all courses.)

**The following will be counted as excused absences with compelling documentation;**

**\*University functions, including participation in sporting events, teams clubs academic functions, scholarly conferences)**

**\*Illness that is documented by a doctor's note. In an online class, Excused Absences are MUCH harder to get.**

**\*Death (do not try to convince me that you are dead- I probably won't buy it) or serious illness in the immediate family.**

**\*The observance of religious holy days - you must notate in writing the dates and names of any religious holy days that you must observe during the course of the semester and hand it into the instructor no later than two weeks in advance.**

**(Note- if you can prove you are a robot, I will also honor Robonica.**

**US Service personnel and their families may receive release on a case by case basis. The Professor is very supportive of our servicemen and women and their families.**

**Advice for care and feeding of professors- Never say the following to any instructor. Biting may occur.**

**1. Did we do anything important?**

## **2. Will we miss anything important?**

The following are powerful incantations that can drive a professor to the dark side.

- 1. Do not lobby a professor for higher grades that are unearned**
- 2. Do not ask for answers to questions that may be found in a syllabus, UCF academic calendar, or have been answered in class more than three times.**
- 3. These dark acts have been known to transform professors into various evil creatures like banshees, ghouls, and Voldemort. (wink)**

### **Attendance Policy**

It is the policy of the University to reasonably accommodate absences due to observed religious holidays. The student must provide proof of observation and the student will be held responsible for any material covered during the absence. If you know of any dates you will miss due to religious observance you must inform the instructor through email during the first week of classes.

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### **Academic Honesty**

Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida's student handbook. See [HTTP://www.ucf.edu/goldenrule/](http://www.ucf.edu/goldenrule/) for further details. Plagiarism- whereby another's work is deliberately used or appropriated without any indication of the source thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another source has plagiarized. Cheating- whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on exams, course assignments, or projects. The unauthorized possession or use of examination or course related material shall also constitute cheating. A student who has assisted another in any of the aforementioned breaches of standards shall be considered equally culpable. Academic Action- Taken by Instructor, Chair, or Dean of College 1.Counseling 2.Loss of credit for the specific assignment, examination, or project 3.Removal from the course with a grade of 'F' Conduct Review Action- Taken by the Office of Student Conduct 1.Warning 2.Probation 3.Suspension 4.Expulsion 5.Permanent conduct record with UCF accessible by other institutions by request

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### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course

should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services \(Links to an external site.\)](#) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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## **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.

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## **Third-Party Software and FERPA**

During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**This syllabus is subject to change at the discretion of the instructor.**

## **NEW SYLLABUS CONTENT:**

### **Advice:**

**Professor Shafer's Syllabi have only recently included a safety section. However, schools can no longer be considered Safe Zones. It is up to all of us to stay alert before things happen and to think through a strategy for when things do happen. I encourage you to look**

**up UCF emergency procedures and campus safety advice. Simply be aware of your surroundings and familiar with actions to take in various types of emergencies. This will help keep you safe.**

### **Campus Safety Statement**

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

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

### **More New Content:**

#### **Statement on the Use of GroupMe and other Contract Cheating Sites**

Very bluntly—DO NOT UNDER ANY CIRCUMSTANCE post discussion board links to the following:

GroupMe

WhatsApp

Furthermore, students are NOT allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz,

test, etc. when opened on Webcourses. The completion of graded work in an online course should be considered a formal process.

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer is NO. Same goes for graded homework, quizzes, tests, etc. Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples are regarding how the use of technology can be considered academic misconduct:

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

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

It just is not worth it. You really do not need to cheat in this course to succeed. Seriously. Just be consistent and punctual with your work.

## **MORE NEW STUFF**

**COVID-19** may well continue to wreak havoc on university schedules and our communities. But, an online class designed for online consumption is largely immune from these disruptions. Assignments, Quizzes, & Exams are all available for multiple days- sometimes weeks.

In order to qualify for Excused Absence policy in a keyboard class like ours, an illness must be so consuming that emails to the Instructor requesting advance aid can't be managed. If a person is this weak, they are generally hospitalized. The standard here is pretty high and not really impacted by the COVID-19 pandemic. Do not be tempted to miss deadlines. They are firm. **Compelling Documentation will be required for the**

**entire period of Assignment availability in order to qualify for an Excused Absence.**

\*\**(Picture removed for data density upload economy)*

**I cycled 14 miles the day this picture was taken**

## **Masks:**

It is highly unlikely for you to meet with another student for this class. If you do, I strongly request that you wear a mask. No student is required to meet any other student in this course for any reason if another student is not wearing a mask.

It is unlikely, though possible, that you will meet with me this term. If you do need to see me for assistance, be advised that I will require that both of us be- at the minimum- properly wearing a mask. If you meet with me, I will be wearing a mask and a face shield.

I should note that I know that many of my faculty and staff colleagues have invisible health issues that could be gravely complicated by exposure to COVID19. I ask that you wear a mask when you are on campus for their sakes. The university has, in fact, mandated that masks are to be worn on campus.

**Note:** I will not see/meet with a student who does not wear a mask in a Pandemic this semester. I will not risk my life- or yours- so frivolously to do so. Thank you for being courteous of everyone's health concerns. But, note: I intend to out live you all.

### **ARMOR UP, KNIGHTS.**

- Wear a mask.**
- Wash your hands.**
- Practice physical distancing.**

## **ATTENTION:**

The university has just released an addition to ALL university Syllabi. I do not believe there to be any conflicts with the rest of our syllabus, but in the event of conflict, we will follow the university dictates. THIS CONTAINS FAR MORE COVID PROCEDURAL DETAIL AND POLICIES.



# Required Statement Regarding COVID-19 University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf> Links to an external site.). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule Links to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

## **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

## **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

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

## **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.