

# IDS 2935: Siri is My Superpower: Communicating with AI

## Quest 2

### I. General Information

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#### Class Meetings

**Meeting Time:** MWF 8 (3:00-3:50)

**Classroom:** Rolfs 205

#### Instructors

|                                                                                                           |                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Dr. Emily Rine Butler                                                                                     | Dr. Michael Harmon                                                                                  |
| <b>Office:</b> Rolfs 402                                                                                  | <b>Office:</b> Rolfs 414                                                                            |
| <b>Office Hours:</b> Mondays 1:45-2:45pm ( <a href="#">by appt</a> );<br>Wednesdays 1:45-2:45pm (drop-in) | <b>Office Hours:</b> Tues 10am-1pm & by appt ( <a href="#">click for appt</a> )                     |
| <b>Phone:</b> 352-273-2743                                                                                | <b>Phone:</b> 352-392-5421                                                                          |
| <b>E-mail:</b> <a href="mailto:erbutler@ufl.edu">erbutler@ufl.edu</a> (email preferred)                   | <b>E-mail:</b> <a href="mailto:michael.harmon@ufl.edu">michael.harmon@ufl.edu</a> (email preferred) |

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#### Course Description

The age of artificial intelligence (AI) is upon us. Whether it's asking Siri to make a reservation or using Google translate to help you with your Spanish homework, AI tools have become ubiquitous to 21st Century life. But for most of us outside of STEM fields (and even for some inside them), understanding what AI is, how it works, and why we should care seems out of reach. This course aims to demystify AI by situating it within a much larger tradition of describing how we communicate with others in the world and the tools we use to do so. Drawing on theories from Communication Studies, Linguistics, Psychology, Anthropology, and Philosophy (among others), we center our understanding of AI around the pressing societal issue of *How do we with communicate with AI?* To address this topic, we (re)examine increasingly sophisticated AI capabilities through three related questions: (1) Who is a communicator; (2) who is a mediator; and (3) what is intelligence?

#### Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

Gunkel, D. (2020). *An Introduction to Communication and Artificial Intelligence*. Medford, MA: Polity Press.

All other readings and works are available in Canvas.

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

#### I. Attendance & Participation (100 pts)

- Syllabus Quiz (20 pts)
- Info sheet (10 pts)
- Attendance\* \*\*(70 pts)
  - Attendance (see attendance policies for how missing classes could negatively affect your grade)
  - \*Participation in class activities & discussions post drop/add (2 pts per class session x 35 = 70 pts)
  - \*\*Note: Excused absences will not detract from your participation grade that day

#### II. Quizzes

- Unit Quizzes (4 x 50 pts each) (200 pts)

#### III. Reflection Papers (5 x 50 pts) (250 pts)

#### IV. Discussion Board “Special Topics” (5 x 25 pts) (125 pts)

#### V. Maker Exercises (5 x 25) (125 pts)

- GOFAI vs. Artificial Neural Network temperature conversion algorithm
- Demystifying ELIZA
- Creating a Chatbot
- Working with ChatGPT
- Creating a song with Template Natural Language Generators (NLGs)

### **TOTAL: 800 Pts**

Extra Credit: Up to 40 pts

#### **I. Quizzes**

There will be 4 quizzes through the semester at the end of each unit. Each quiz will cover the concepts discussed in that unit. Each quiz will be composed of T/F and multiple-choice questions. All exams will be taken in person during class time on your laptops using Honorlock online proctoring.

#### **II. Reflection Papers**

Throughout the semester, there will be several opportunities for self-reflection on the topics and Maker Exercises we complete during in-class workshops and the kinds of implications they might have on your current or future life. Reflection papers will be approximately 2-4 pages in length, not including headers (double-spaced, 12-pt, Times New Roman font, 1” margins).

### **III. Discussion Board “Special Topics”**

Over the course of the semester, we will have 5 discussion boards (DB) to invite discussion on topics we are learning about in class. In order to receive full credit for participating in each DB, you need to make at least 1 substantive post that invites commentary from others (15 pts) and make 2 substantive comments (5 pts each) on someone else’s post(s) (25 pts total).

### **IV. Maker Exercises**

Throughout the semester, students will have the opportunity to use and “do” AI through a series of 5 maker exercises during class workshop days that are designed to support the information and instruction provided in the units and modules with “learn by doing” activities. Each exercise is connected to and designed to support one of the modules and each has a corresponding *Reflection Paper* attached to it to provide space for reflection on the activities. Completing each maker exercise is worth 25 points.

- *GOFAI vs. Artificial Neural Network temperature conversion algorithm*
  - This exercise supports Unit 2’s effort to describe what algorithms do and understand the difference between GOFAI symbolic reasoning and neural network machine learning. In this exercise, students will construct two temperature conversion algorithms, one using the symbolic reasoning approach and the other using a neural network and reinforcement learning.
- *Demystifying ELIZA*
  - This exercise supports unit 3. Its objective is to demystify the ELIZA application and bring to life Turing’s “imitation game” through direct interaction with the chatbot and the construction of a simple working version – a kind of DIY ELIZA.
- *Chatbot*
  - This exercise is connected to Unit 3. Here students will use AIML (artificial intelligence markup language) and the Pandorabots engine to create a conversational chatbot
- *Using ChatGPT*
  - This exercise is connected to Unit 4 and allows students to create a cover letter for an internship using ChatGPT in order to explore the concept of co-creation.
- *Template NLG*
  - This exercise supports the investigation of computational creativity in that is explored in Unit 4. In this exercise, students will create a (punk rock) lyric generator using template NLG.

### **Extra Credit**

#### **Quiz EC (up to 20 pts)**

We will use some of the questions for the quizzes based on questions you create. For extra credit, write 20 questions & answers for up to 2 of the 4 Unit quizzes. Use multiple choice or T/F types of questions ONLY. Indicate the answers directly below each question and make sure multiple-choice questions have 4 possible answers each. (Note: Separate & label questions by Module). Each set of questions is worth up to 10 points added to your total point score (out of 800) for the course. Note: you will not receive extra points for questions to more than 2 quizzes.

#### **Pop culture EC (5 pts)**

Additionally, we are always looking for real-world examples in articles, video clips, etc. to use in class to demonstrate a particular concept we are covering. You may submit to us examples that you think will be interesting and relevant to the rest of the class, and if we like it, you will receive 5 extra credit points.

*Event EC (up to 15 pts)*

You may receive 5 points each (up to 3 events) by attending and writing up a short 1-page (not including headers), double-spaced, 12-pt font, summary and reflection of a pre-approved event to be announced throughout the semester.

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

|    |         |           |  |    |         |          |
|----|---------|-----------|--|----|---------|----------|
| A  | 740-800 | 93 – 100% |  | C  | 580-611 | 73 – 76% |
| A- | 715-739 | 90 – 92%  |  | C- | 556-579 | 70 – 72% |
| B+ | 700-714 | 87 – 89%  |  | D+ | 532-555 | 67 – 69% |
| B  | 660-699 | 83 – 86%  |  | D  | 500-531 | 63 – 66% |
| B- | 636-659 | 80 – 82%  |  | D- | 476-499 | 60 – 62% |
| C+ | 612-635 | 77 – 79%  |  | E  | 0-475   | <60      |

## III. Annotated Weekly Schedule

| Unit                              | Date                 |   | TOPIC                             | Activities | Readings                                                     | HW due                          |
|-----------------------------------|----------------------|---|-----------------------------------|------------|--------------------------------------------------------------|---------------------------------|
| Unit 1:<br>Who is a Communicator? | Week 1<br>1/8-1/12   | M | Welcome                           |            | Gunkel (2020, pp. 1-19)                                      | Syllabus quiz                   |
|                                   |                      | W | Mapping the course                |            |                                                              |                                 |
|                                   |                      | F | What does it mean to communicate? |            |                                                              |                                 |
|                                   | Week 2<br>1/15- 1/19 | M | <b>NO CLASSES – MLK Jr. Day</b>   |            | Dance (1970, pp. 201-210); O’Hair et al. (2021) (pp. 1-24)   |                                 |
|                                   |                      | W |                                   |            |                                                              |                                 |
|                                   |                      | F |                                   |            |                                                              |                                 |
|                                   | Week 3<br>1/22-1/26  | M | Who is a communicator?            |            | Guzman (2018, pp. 1-28); Gunkel (2020, pp. 199-205; 219-224) | Discussion Board (DB) 1: Sci-Fi |
|                                   |                      | W |                                   |            |                                                              |                                 |
|                                   |                      | F | Quiz 1                            |            |                                                              |                                 |
|                                   |                      |   |                                   |            |                                                              |                                 |

|                                          |                         |   |                                  |                                                                                                       |                                                                                       |                                                                                            |
|------------------------------------------|-------------------------|---|----------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Unit 2:<br/>What is a Mediator?</b>   | Week 4<br>1/29-2/2      | M | What is a mediator?<br>A tool?   |                                                                                                       | Ding (2021, p.1-11); Schramm (1988, pp.49-64)                                         |                                                                                            |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          | Week 5<br>2/5-2/9       | M | CMC as mediator                  |                                                                                                       | Gunkel (2020, pp. 44-55); Sherblom (2020, pp. 15-29); O’Hair et al. (2021, pp. 27-45) | <b>DB2: Tools for love</b>                                                                 |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          | Week 6<br>2/12-2/16     | M | AI algorithms as tools           |                                                                                                       | Gunkel (2020, pp. 61-92)                                                              |                                                                                            |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          | Week 7<br><br>2/19-2/23 | M | <b>Workshop Days</b>             | <b>Maker Exercise:</b><br>GOFAI vs. Artificial Neural Network<br><br>temperature conversion algorithm | Gunkel (2020, pp. 294-302)                                                            | <b>Reflection Paper (RP) 1:</b><br>Algorithms & Daily tools                                |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
| <b>Unit 3:<br/>What is Intelligence?</b> | Week 8<br>2/26-3/1      | M | Communication as intelligence    |                                                                                                       | Gunkel (2020, pp. 31-60)                                                              |                                                                                            |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          | Week 9<br>3/4-3/8       | M | <b>Workshop Days</b>             | <b>Maker Exercise:</b><br>Demystifying ELIZA                                                          | Gunkel (2020, pp. 290-293)                                                            | <b>RP2: How can ELIZA become more “human”?</b><br><br><b>DB3: Reflection on deep fakes</b> |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          | 3/11-3/15               | M | <b>SPRING BREAK - NO CLASSES</b> |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | W |                                  |                                                                                                       |                                                                                       |                                                                                            |
|                                          |                         | F |                                  |                                                                                                       |                                                                                       |                                                                                            |

|                               |                      |   |                                        |                                                                                     |                                                                                               |                                 |
|-------------------------------|----------------------|---|----------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------|
|                               | Week 10<br>3/18-3/22 | M | Natural Language Processing            |                                                                                     | Gunkel (2020, pp. 142-164)                                                                    |                                 |
|                               |                      | W |                                        |                                                                                     |                                                                                               |                                 |
|                               |                      | F | Guest lecture (NLP)                    |                                                                                     |                                                                                               |                                 |
|                               | Week 11<br>3/25-3/29 | M | Workshop Days                          | Maker Exercise:<br>Creating a Chatbot                                               | Gunkel (2020, pp. 310-317)                                                                    | RP3: Social robots              |
|                               |                      | W |                                        |                                                                                     |                                                                                               |                                 |
|                               |                      | F | Quiz 3                                 |                                                                                     |                                                                                               |                                 |
| Unit 4:<br>Blurring the Lines | Week 12<br>4/1-4/5   | M | Reconsidering the “communicator”       |                                                                                     | Guzman (2018, pp. 1-28);<br>Guzman & Lewis (2020, pp. 70-86); Peter & Kühne (2018, pp. 73-76) |                                 |
|                               |                      | W |                                        |                                                                                     |                                                                                               |                                 |
|                               |                      | F |                                        |                                                                                     |                                                                                               |                                 |
|                               | Week 13<br>4/8-4/12  | M | Reconsidering the “author”             |                                                                                     | Roose (2023, pp.1-5);<br>Whiddington (2023; 2 min read time)<br>Hermann (2022, pp. 1-8)       | RP4: Using Chat GPT responsibly |
|                               |                      | W | Guest lecture (Chat GPT) /Workshop Day | Maker Exercise:<br>ChatGPT project                                                  |                                                                                               |                                 |
|                               |                      | F | Guest lecture (Chat GPT) /Workshop Day |                                                                                     |                                                                                               |                                 |
|                               | Week 14<br>4/15-4/19 | M | Reconsidering the “artist”             |                                                                                     | Gunkel (2020, pp. 165-194);<br>Watch taped guest lecture                                      |                                 |
|                               |                      | W |                                        |                                                                                     |                                                                                               |                                 |
|                               |                      | F | Workshop Day                           | Maker Exercise:<br>Creating a song with Template Natural Language Generators (NLGs) |                                                                                               |                                 |
|                               | Week 15<br>4/22-     | M | Workshop Day cont.                     | Maker Exercise:                                                                     |                                                                                               | DB5: Why is art?                |

|  |      |   |        |                     |  |  |
|--|------|---|--------|---------------------|--|--|
|  | 4/26 |   |        | Creating a painting |  |  |
|  |      | W | Quiz 4 |                     |  |  |

## IV. Student Learning Outcomes (SLOs)

This course is a [Social and Behavioral Sciences \(S\)](#) subject area course in the UF General Education Program.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

| SUBJECT AREA                            | CONTENT                                                                                                                                                                                                            | COMMUNICATION                                                                                                                                                                                            | CRITICAL THINKING                                                                                                                                                                                                                                                 | CONNECTION                                                                                                                            |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                         | STUDENT LEARNING OUTCOMES                                                                                                                                                                                          |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                   |                                                                                                                                       |
| <b>Social &amp; Behavioral Sciences</b> | <b>Identify, describe, and explain</b> key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.                                  | <b>Communicate</b> knowledge, thoughts and reasoning clearly and effectively.                                                                                                                            | <b>Apply</b> formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. <b>Assess and analyze</b> ethical perspectives in individual and societal decisions. |                                                                                                                                       |
| <b>Quest 2</b>                          | <b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. | <b>Develop and present,</b> in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges | <b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.                                                                    | Connect course content with <b>critical reflection</b> on their intellectual, personal, and professional development at UF and beyond |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>This course's SLOs</b></p> | <p><b>Identify, describe, and explain</b> what AI is by situating it within much larger theoretical traditions of describing who a communicator is.</p> <p><b>Identify, describe, and explain</b> how AI is juxtaposed against other “tools” or “mediators” of the human experience throughout history.</p> <p><b>Describe and explain</b> how and why (interpersonal) communication has always been one of the defining conditions and test cases of machine intelligence.</p> | <p><b>Develop and present in writing</b> qualitative analyses of how the concepts of “communicator”, “mediator”, and “intelligence” have evolved over time.</p> <p><b>Develop and present in writing</b> how directly working with and creating AI applications contributes to our understanding of the theories underpinning AI, as well as the difficulties in executing them.</p> | <p><b>Critically analyze</b> how new developments in AI research necessitate a critical re-examination of who counts as a communicator/artist/author and who or what is a mediator/tool.</p> | <p><b>Reflect</b> on personal communication tools used in everyday life and its impacts.</p> <p><b>Describe</b> how they might leverage the AI tools they created in class in their own lives.</p> <p><b>Reflect</b> on how the blurring boundaries between collaborator/tool could affect their academic lives.</p> |
| <p><b>Assessment of SLOs</b></p> | <p>Unit 1 Quiz<br/>Unit 2 Quiz<br/>Unit 3 Quiz<br/>Unit 4 Quiz<br/>Discussion Boards (DB) 1-5<br/>Reflection Papers 1-5</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Maker Exercises 1-5<br/>Discussion Boards (DB) 1-5<br/>Reflection Papers 1-5</p>                                                                                                                                                                                                                                                                                                  | <p>Maker Exercises 1-5<br/>Discussion Boards (DB) 3-5<br/>Reflection Papers 3-5</p>                                                                                                          | <p>Discussion Boards (DB) 1-5<br/>Reflection Papers 1-5</p>                                                                                                                                                                                                                                                          |

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

#### Maker Exercises

Throughout the semester, students will have the opportunity to use and “do” AI through a series of 5 maker exercises during class workshop days that are designed to support the information and instruction provided in the units and modules with “learn by doing” activities. Each exercise is connected to and designed to support one of the modules and each has a corresponding *Reflection Paper* attached to it to provide space for reflection on the activities. Completing each maker exercise is worth 25 points.

- *GOFAI vs. Artificial Neural Network temperature conversion algorithm*
  - This exercise supports Unit 2’s effort to describe what algorithms do and understand the difference between GOFAI symbolic reasoning and neural network machine learning. In this exercise, students will construct two temperature conversion algorithms, one using the symbolic reasoning approach and the other using a neural network and reinforcement learning.

- *Demystifying ELIZA*
  - This exercise supports unit 3. Its objective is to demystify the ELIZA application and bring to life Turing’s “imitation game” through direct interaction with the chatbot and the construction of a simple working version – a kind of DIY ELIZA.
- *Chatbot*
  - This exercise is connected to Unit 3. Here students will use AIML (artificial intelligence markup language) and the Pandorabots engine to create a conversational chatbot
- *Using ChatGPT*
  - This exercise is connected to Unit 4 and allows students to create a cover letter for an internship using ChatGPT in order to explore the concept of co-creation.
- *Template NLG*
  - This exercise supports the investigation of computational creativity in that is explored in Unit 4. In this exercise, students will create a (punk rock) lyric generator using template NLG.

## 2. Details of Self-Reflection Component

### Reflection Papers

Throughout the semester, there will be several opportunities for self-reflection on the topics and Maker Exercises we complete during in-class workshops and the kinds of implications they might have on your current or future life. Reflection papers will be approximately 2-4 pages in length, not including headers (double-spaced, 12-pt, Times New Roman font, 1” margins).

## VI. Required Policies

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### Attendance Policy

Your attendance and participation in class is significant to your success in the class. **Attendance will be taken daily via a sign-in sheet.** **YOU** are responsible for signing the attendance sheet. If you do not sign the sheet, you will be counted as absent for that class period. Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### How absences affect your grade:

A student is allowed to have **three unexcused absences** without incurring a penalty. **For each unexcused class missed beyond the three allotted, 20 points will be deducted from your attendance and participation grade (i.e. 4 hours absent= -20pts; 5 hours absent= -40pts) up to a total of 100 points lost.** **If a student has more than six ‘unexcused’ absences during a semester, they will fail the entire course.** Any absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed and will require official documentation.

## **ADDITIONAL GRADING POLICIES:**

**“No Name”:** Any and all assignments that do not have your full name on each document will receive an automatic 2-point penalty.

**Late Assignments:** You are permitted to submit **one** late assignment during the semester without penalty (to be turned in no later than 1 week after the due date in order to receive credit). Except for this one-time allowance, no assignments or make-up exams will not be accepted (*even for partial credit*) without a university-approved absence.

**“Re-Do” Assignments:** We do not allow students to “re-do” an assignment once it has been graded or to do an additional assignment in place of another assignment (e.g. homework, extra credit).

## **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **Communication Studies Minor**

The Dial Center offers a minor in Communication Studies (CMS). Our CMS minor is consistently one of the largest minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at about the Dial Center at <https://cwoc.ufl.edu/> and more info about the Minor at [https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS\\_UMN/](https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/).