Course Syllabus

Contact Information

Instructor

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Office Hours

As announced

Teaching Assistant

Brandon Murakami

Use the Canvas mail tool for questions about course content, your grade, or other personal issues. Expect a response within one business day.

Course Information

This asynchronous online course is designed to foster analytical thinking and the exchange of ideas about texts. Students will write a blog journal to develop their ideas about the anime texts, watch lecture videos discussing the texts and surrounding issues, and participate in video conversations and discussion boards sharing their thoughts about these texts and contemporary issues. Students are encouraged to discuss their reaction to the texts and their ideas about a given text's commentary on the social and political issues each unit addresses and how these issues relate to their own lives.

Course Description

This course uses Japanese animation (anime) to explore social, political, cultural, and economic issues of global relevance today. The premise of this course is that pop culture can treat serious topics and address real issues and challenges facing the world. We will examine anime containing commentary and critique relevant to some of the most pressing modern concerns. Students will examine contemporary issues by closely reading anime texts and developing skills to analyze pop culture. This is not a survey course on

anime or Japanese visual culture but a course that uses pop texts to discuss various relevant topics. Throughout this course, students will confront issues of identity, the environment, gender, capitalism, surveillance, war, power, and other themes through the humanities lens. The course will consider how pop cultural texts participate in the conversation on what makes a fair and just society, how we know the truth, and how we can even manage conflicts between individuals and groups to form a society in the first place, especially in the face of changing technologies. The focus will be on the operation of power in society in various forms. The course will examine the relationship between power and knowledge, the power to surveil and know, the relationship between power, security, and terror, society's power to accept and exclude, the power of capital, and the potential for opposition to power. Students will examine how texts produced in Japan's particular social, political, and cultural environment can have global relevance through today's increasingly interconnected world and comment on issues of relevance to their own lives. At the same time, students will learn critical humanities methodologies and—most crucially—how to employ those methodologies to confront the pop cultural texts they consume. Students will also learn some of the tropes and conventions of anime and how they affect its portrayal of social reality. All readings/viewings are in English.

Course Objectives

By the end of this course, you will be able to:

1. Identify and describe theories and methodologies used in humanities disciplines to examine how pop cultural products address various social, political, economic, and cultural issues relevant globally, including postmodernism, Anthropocene theory, subcultural studies, historicization, and others. You will examine these theories in secondary source readings and learn how to apply them to the primary source texts in class discussion.
2. Develop and present ideas about pop cultural texts persuasively, both orally through class discussion and in writing through blog posts and essays.
3. Analyze and evaluate essential global issues through pop culture analysis that grapples with fundamental questions about present-day society. You will learn to critically view and analyze pop texts through guided class discussion and critical writing.
4. Connect course content with their own lives and media consumption habits to critically analyze the pop culture and media you consume outside the classroom.
5. Understand the global political, social, and economic forces that operate internationally and affect people's lives in Japan and the US.

Please refer to the course schedule to see the objective alignment for each assignment.

Course Requirements

Required Textbook

There are no textbooks that need to be purchased. *However, you may need to purchase access to one or more streaming services.* Some films will be available on reserve through the UF library, and additional materials will be available on Canvas.

Prerequisites

There are no prerequisites for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations that students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be integrated or used as external USB devices.

Honorlock requires you to use the Google Chrome browser and add the Honorlock extension to Chrome.

For further information, FAQs, and technical support, please visit Honorlock.

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the University of Florida's Zoom website.

Assignments

Discussions

Every module will have one discussion assignment: a written discussion board or a video. These discussions should be completed after viewing the anime assigned in the module and the lecture videos. You should actively engage with your classmates and the ideas introduced in the module, contribute your original ideas, discuss your classmates' ideas, and have a positive impact on the discussion. Discussions can also analyze how the text relates to your own life and the pressing issues of our day. Polite and professional conduct is expected.

Blog

You will be required to maintain a blog on tumblr.com and write a post for each module. For each anime viewing, you should jot down about 300 words or a long paragraph (you can certainly write more, but it is not expected). If there is more than one anime in a module, write a blog post for each. You should write your post after you watch the anime but before you watch the lecture videos so that your posts contain your ideas. Try to particularly reflect on:

- How the viewings address not only issues in Japan but issues relevant globally.
- How do the viewings relate (or not) to your own life and experience?
- Connections between the assigned academic readings and the viewings, if relevant.

Also, include at least one relevant image. You should also comment on at least one classmate's blog post on each anime.

This assignment is graded on completion. As long as you post something of the required length that engages with the text thoughtfully according to the above criteria and post it on time, you get 100%. Note that this is your blog that belongs to you: you can keep using it after this class and post other things to it besides class stuff. Just make sure your classmates can find the class posts and that the material is appropriate for class!

See my blog, prof-csmith.tumblr.com, for instructions on getting started. You should create your blog and submit the URL to the Blog URL assignment in Canvas.

Convention Post

As part of our discussion of postmodern culture and fandom, you will have one extra blog post about your experience with fan gatherings or anime conventions. If you have been to an anime convention in the past, you can write about your experience there or attend a convention during the course if you can (e.g., SwampCon in Gainesville, March 29-30). If you have never attended a convention and cannot do so during this course, you may alternatively watch the selected documentary about anime fandom.

You should write a longer (~600 words) blog post about your fandom experience, whatever it is, situating it within our class discussion about youth culture, fandom, and cultural identity formation.

Final Essay

There will be one 2,000-word essay. This persuasive essay presents a thesis and defends it by citing from the readings or viewings. For this essay, at least two secondary scholarly sources are required. Scholarly sources are books from academic presses or articles from academic journals. Encyclopedias, newspapers, magazines, personal websites, and organizational websites are not scholarly sources. Neither are unpublished theses or papers, although exceptions are possible. You should cite other scholars making an argument that supports your argument, not random or well-known facts.
This paper aims to give you a high degree of freedom to explore topics and works that interest you, using the knowledge and analytical skills you have learned in class. You should pick your work from Japanese anime and develop your thesis. However, remember that the main grading criteria are: a) Is your thesis strong? and b) do you successfully persuade your reader of your thesis? You must prove a strong thesis that analyzes the text and uncovers something new about it. Keep that in mind as you think about what you want to write about. Your essay topic is free but should be in line with the theme of the class; it should investigate a work of anime in terms of how it comments on or depicts contemporary issues of power, society, gender, economics, politics, etc., that are globally relevant not only in Japan but also in the US and other countries as well.

Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.

Essay Prep Activities

This class is designed with first-year students in mind. Therefore, there will be three extra assignments designed to assist in preparing for the essay and to introduce students to the expectations and practices of college writing. Participating in the activities (by writing drafts or reviewing your peers' essays) is required, but your grade is based on your participation rather than the content of your drafts.

- **Assignment 1: Essay Introduction and brainstorming session.** The expectations and themes of the essay will be introduced in a lecture video. Students will have an extra discussion assignment to brainstorm ideas about texts they want to work with, themes they want to investigate, and possible theses.
- **Assignment 2: The working thesis and essay outline are due.** Students should have a rough, working thesis statement and an essay outline. Students will share these with a small group of 2-3 peers for constructive commentary and collaboration. You may go back and refine your thesis after input from other students, so you don't need a final, perfect thesis statement yet, but it should be enough to work an essay around. The essay outline should summarize each paragraph you plan to write. Each paragraph outline should contain what point you will make with that paragraph, how that point supports your thesis, what evidence you will bring to support that point, and what secondary sources (if applicable) you will bring in to support your argument.
- **Assignment 3: Discovery draft of essay due - peer review.** For this assignment, students will have completed a "discovery draft." A discovery draft is a rough, freewriting draft that helps you focus your ideas and discover new possibilities and issues through writing. Often, we have a good idea for an essay in our heads, but putting those ideas into actual words and structured sentences shows us that there might be unanticipated issues or different possibilities. You don't have to have everything pinned down perfectly or cited meticulously, but you should have attempted to structure all the paragraphs you planned in your outline. Students submit these drafts and peer review them to provide constructive commentary.

Exams

The midterm and final exams will be taken in class, as well as closed book and closed notes. The final will not be cumulative.

Course Policies

Missed Assignments

There will be no makeups for missed assignments or exams without a valid, documented excuse (e.g., a doctor's note, jury summons, etc.).

Late work

The essay is due at the assigned time and date. Late essays will be marked down 10% for every 24 hours late (i.e., if an essay is due at 11:55 P.M. on Monday, submissions between 11:56 P.M. Monday and 11:55 P.M. Tuesday will be marked down 10%, submissions between 11:56 P.M. Tuesday and 11:55 P.M. Wednesday will be marked down 20%, and so on).

Academic Dishonesty

Academic dishonesty, either in the form of cheating or plagiarism, will not be tolerated. Plagiarism means <u>representing work you did not do as your own work</u>. Any proven instances may result in an automatic grade of "E" for the entire course and WILL result in a referral to the Dean of Students Office.

Examine the UF honor code at https://sccr.dso.ufl.edu/students/student-conduct-code/, particularly the following:

1. 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."
2. VIOLATIONS OF THE STUDENT HONOR CODE. A Student must not represent all or any portion of the work of another as the Student's work. Plagiarism includes but is not limited to:
    1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
    2. Self-plagiarism is the reuse of the Student's own submitted work or the simultaneous submission of the Student's work without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
    3. Submitting materials from any source without proper attribution.
    4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

To avoid common issues, remember to cite when in doubt.

- Words taken verbatim from another source, whether a whole paragraph, a sentence, or part of a sentence, must be placed in quotes and cited. Changing a few words here and there does not make it your original work.
- If you take an idea from another source, you should acknowledge your borrowing in the essay's text and provide a citation.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies found on UF's Attendance Policies website.

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

Grading Policy

I will make every effort to have each assignment graded and posted within one week of the due date.

Course Grading Policy

Assignment	Percent
Blog	15%
Convention Post	5%
Discussions	15%
Final Essay	20%
Essay Prep	5%
Midterm Exam	18%
Final Exam	20%
Orientation Assignments	2%

Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33

Percent	Grade	Grade Points
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

See the current UF grading policies for more information.

Quest and Gen Ed Descriptions

Gen Ed Description

This course fulfills Gen Ed requirements for Humanities (H), International (I), and Writing (W) (2,000 words). A minimum grade of C is required for general education credit.

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- Identify, describe, and explain the history, underlying theory, and methodologies used.

- Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- Communicate knowledge, thoughts, and reasoning clearly and effectively.

International (N)

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world and thereby comprehend the trends, challenges, and opportunities that affect communities worldwide. Students analyze and reflect on how cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

International SLOs

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on how cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Quest 1 Description

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer but not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we, other people or the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

Course Goals

Overall Quest Program Goal

Through a shared, sequential combination of learning and engagement in Arts and Humanities and Natural or Social Sciences courses and the application of that learning to practical experiences, students will gain a greater sense of who they are in the world and

how to respond effectively to essential and pressing questions they will face in their lives.

Quest 1 Program Goal

Grounded in the modes of inquiry and expression characteristic of the arts and humanities, Quest 1 courses invite students to explore essential questions that transcend the boundaries of any one discipline—the kinds of complex and open-ended questions they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

Quest 1 Student Learning Outcomes (SLOs):

1. Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
2. Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
3. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
4. Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Writing Requirement

This course is a Writing Requirement (WR) 2000 course. There will be one 2,000-word final essay.

The Writing Requirement (WR) ensures students maintain their fluency in writing and use writing to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

The instructor will provide feedback on the final essay concerning grammar, punctuation, clarity, coherence, organization, etc. The largest component of the essay grade is evaluating whether the essay successfully conveys an argument that is provable, well-organized, and persuasive in writing. See the assignment description below for details.

Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.

The UF Writing Studio (http://www.writing.ufl.edu/) is a resource run by the university to guide students through the academic writing process.

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter to be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct

UF students are bound by The Honor Pledge, which states, "We, the University of Florida community members, pledge to hold ourselves and our peers to the highest standards of honesty 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 Student Honor Code and Student Conduct Code specify a number of behaviors that violate this code and the possible sanctions. Furthermore, you must 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.

Plagiarism

The Student Honor Code and Student Conduct Code states that:

"A Student must not represent all or any portion of the work of another as the Student's work. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism is the reuse of the Student's own submitted work or the simultaneous submission of the Student's own work without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online:

- Treat the instructor respectfully, even via email or other online communication.
- Always use your professors' proper title: Dr. or Prof.; if you are unsure, use Mr. or Ms.
- Don't refer to a professor by their first name unless specifically invited.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and a 12- or 14-point font.
- Avoid using the caps lock feature, AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm, as the tone is sometimes lost in an email or discussion post, and your message might be taken seriously or be construed as offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.

- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone need to see your message?
- Be sure you want everyone to receive your response when you click "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards

When posting on the discussion board in your online class:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
    - Make posts that are on-topic and within the scope of the course material.
    - Be sure to read all messages in a thread before replying.
    - Be as brief as possible while still making a thorough comment.
    - Don't repeat someone else's post without adding something of your own to it.
    - Take your posts seriously. Review and edit your posts before sending them.
    - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
    - If you refer to something said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
    - Always give proper credit when referencing or quoting another source.
    - If you reply to a classmate's question, ensure your answer is correct, and don't guess.
    - Always respect others' opinions, even when they differ from yours.
    - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
    - Do not make personal or insulting remarks.
    - Do not write anything sarcastic or angry; it always backfires.

- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Ensure the background is not distracting or something you would not want your classmates to see.
    - When in doubt, use a virtual background. If you choose to use one, you should test the background first to ensure your device can support it.
    - Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Getting Help

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- http://helpdesk.ufl.edu
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty to request a make-up.

Health and Wellness

- **U Matter, We Care**: If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit U Matter We Care to refer or report a concern, and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the UF Counseling & Wellness Center website or call 352-392-1575 for information on crisis services and non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the UF Student Health Care Center website.
- **University Police Department**: Visit the UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Shands Emergency Room/Trauma Center website.

Academic and Student Support

- **Career Connections Center:** For career assistance and counseling services, visit the UF Career Connections Center website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the UF George A. Smathers Libraries Ask-A-Librarian website.
- **Teaching Center:** For general study skills and tutoring, visit the UF Teaching Center website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the University Writing Program Writing Studio website or call 352-846-1138.

Course Evaluations

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 professionally and respectfully is available on the GatorEvals Providing Constructive Feedback FAQ page. Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the GatorEvals website. Summaries of course evaluation results are available to students on

the GatorEvals Public Results page. More information about UF's course evaluation system can be found at the GatorEvals Faculty Evaluations website.

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most out of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. A lot of helpful information can save you time and help you meet the course's objectives.
- Print out the Course Summary in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
  - Adobe Privacy Policy
  - Adobe Accessibility

- Honorlock
  - Honorlock Privacy Policy
  - Honorlock Accessibility
- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Microsoft

- o   Microsoft Privacy Policy
  - o   Microsoft Accessibility
- Sonic Foundry (Mediasite Streaming Video Player)
  - o   Sonic Foundry Privacy Policy
  - o   Sonic Foundry Accessibility (PDF)
- YouTube (Google)
  - o   YouTube (Google) Privacy Policy
  - o   YouTube (Google) Accessibility

- Zoom
  - o   Zoom Privacy Policy
  - o   Zoom Accessibility