

IDS 2935: Siri is My Superpower: Communicating with AI

Quest 2

I. General Information

Class Meetings

This course is online and asynchronous, meaning you will not be meeting with the instructor at specific times throughout the semester (unless you were to schedule an appointment). Make sure you follow the schedule on the syllabus, take note of the important due dates, and pay attention to any announcements.

Instructor

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Prerequisites:

None.

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

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, which students should review before starting their program.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 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 either integrated or external USB devices.

Honorlock requires that you use the Google Chrome browser and that you must add the Honorlock extension to Chrome. For further information, FAQs, and technical support, please visit Honorlock.

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.

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 to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most 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. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Summary located 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.

II. Graded Work

Description of Graded Work

I. Orientation Activities (30 pts)

- Info sheet (10 pts)
- Syllabus Quiz (20 pts)

II. Journal Submissions (70 pts)

- Journals (10 x 7 pts each) (70 pts)

III. Quizzes

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

IV. Maker Exercises

(5 x 25 pts each) (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)

V. Reflection Papers

(5 x 50 pts each) (250 pts)

- Algorithms and Daily Tools
- How can ELIZA become more “human”?
- Social Robots
- Using ChatGPT Responsibly
- Is it “art”?

VI. Discussion Board “Special Topics” (5 x 25 pts each) (125 pts)

TOTAL: 800 Pts

Extra Credit: Up to 25 pts

I. Orientation Activities

These activities will take place in the very first week of the course within the orientation module. You will fill out a student information sheet for me to get to know you a little bit more. Then, you’ll complete a syllabus quiz.

II. Journals

There will be 10 journal submission posts throughout the semester. Each of them will take the form of a series of prompts related to the readings and lectures associated with each of the modules.

III. Quizzes

There will be 4 quizzes through the semester at the end of Modules 3, 6, 8, and 11. Each quiz will cover the concepts discussed in the modules leading up to the quiz. Quizzes are not cumulative. 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.

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 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 and you will submit at

least 2 screenshots within each maker exercise on Canvas to prove your completion of the maker exercises. So, you will work through the maker exercise tutorial, then submit your screenshots, and finally write up your reflection by answering the associated reflection paper prompts and submitting that separately under the reflection paper assignment associated with that maker exercise.

- *GOFAI vs. Artificial Neural Network (ANN) temperature conversion algorithm*
 - This exercise supports module 6'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 module 7. 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.
- *Creating a Chatbot*
 - This exercise is connected to module 8. Here, students will use AIML (artificial intelligence markup language) and the Pandorabots engine to create a conversational chatbot
- *Working with ChatGPT*
 - This exercise is connected to module 10 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 module 11. In this exercise, students will create a (punk rock) lyric generator using template NLG.

V. 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). You will complete each reflection paper by answering each prompt in detail for that associated reflection paper.

- RP1: Algorithms and Daily Tools
- RP2: How can ELIZA become more "human"?
- RP3: Social Robots
- RP4: Using ChatGPT Responsibly
- RP5: Is it "art"?

VI. 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). Typically, you will submit the initial post

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 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.

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

Date	Modules	Lecture Topic	Readings	HW due
Week 1 7/1 - 7/7	Orientation Module	Welcome		Student Info sheet due by Wed. (7/3) Syllabus quiz due by Wed. (7/3)
	Module 1: Mapping the Course	Mapping the course	Gunkel (2020, pp. 1-19)	Discussion Board (DB) 1: Sci-Fi Initial post due by Friday (7/5), responses due by Sunday (7/7)
Week 2 7/8 - 7/16	Module 2: What does it mean to communicate with someone?	Intro to Communication	Dance (1970, pp. 201-210); O’Hair et al. (2021) (pp. 1-24)	Journal 1 due by Wed. (7/10)
	Module 3: Who are communicators?	Who is a communicator?	Guzman (2018, pp. 1-28); Gunkel (2020, pp. 199-205; 219-224)	Journal 2 due by Friday (7/14) Quiz 1 due by Sunday (7/21)
Week 3 7/15 - 7/21	Module 4: Defining	What is a tool?	Ding (2021, p.1-11); Schramm	Journal 3 due by Wed. (7/17)

	mediators and tools	What is a mediator?	(1988, pp.49-64)	
	Module 5: Computer-Mediated Communication (CMC)	CMC Early Theories of CMC	Gunkel (2020, pp. 44-55); Sherblom (2020, pp. 15-29); O’Hair et al. (2021, pp. 27-45)	Journal 4 due by Friday (7/19) DB2: Tools for love Initial post due by Friday (7/19), responses due by Sunday (7/21)
Week 4 7/22 - 7/28	Module 6: AI Algorithms as Tools	Algorithms as tools	Gunkel (2020, pp. 61-92)	Journal 5 due by Wednesday (7/24) Quiz 2 due by Wednesday (7/24) Maker Exercise 1: GOFAI vs. ANN due by Wednesday (7/24) Reflection Paper (RP) 1: Algorithms & Daily tools due by Wednesday (7/24)
	Module 7: Communication as evidence of “intelligence”	Communication as "Intelligence" How AI Occupies the "Other"	Gunkel (2020, pp. 294-302)	Journal 6 due by Friday (7/26) Maker Exercise 2: Demystifying ELIZA due by Sunday (7/28) RP2: How can ELIZA become more “human”? due by Sunday (7/28)
Week 5 7/29 - 8/4	Module 8: Natural Language Processing	Spoken Dialogue Systems Natural Language Processing and Communication Guest lecture (Deep Fakes)	Gunkel (2020, pp. 31-60)	Journal 7 due by Wed. (7/31) DB3: Reflection on deep fakes Initial post due Monday (7/29) and responses due by Wed. (7/31) 7/ Maker Exercise 3: Creating a Chatbot due by Wed. (7/31) RP3: Social robots due by Wed. (7/31) Quiz 3 due by Wed. (7/31)
	Module 9: Reconsidering the “communicator”	What Is HMC? HMC Research Agenda	Gunkel (2020, pp. 290-293)	Journal 8 due by Friday (8/2)

Week 6 8/5-8/11	Module 10: Reconsidering the “author”	Reconsidering the "Author"	Gunkel (2020, pp. 142-164)	<p>Journal 9 due by Wed. (8/7)</p> <p>DB4: When is it cheating? Initial post due Monday (8/5) and responses due by Wed. (8/7)</p> <p>Maker Exercise 4: Working with ChatGPT due by Wed. (8/7)</p> <p>RP4: Using ChatGPT Responsibly due by Wed. (8/7)</p>
	Module 11: Reconsidering the “artist”	Reconsidering the "Artist"	Gunkel (2020, pp. 310-317)	<p>Journal 10 due by Friday (8/9)</p> <p>Maker Exercise 5: Template NLG due by Sunday (8/11)</p> <p>RP5: Is it art? due by Sunday (8/11)</p> <p>Quiz 4 due by Sunday (8/11)</p>

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				
Social & Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions,	Communicate knowledge, thoughts and reasoning clearly and effectively.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and	

	structures and processes.		analyze ethical perspectives in individual and societal decisions.	
Quest 2	Identify, describe, and explain 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.	Develop and present , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges	Critically analyze 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 critical reflection on their intellectual, personal, and professional development at UF and beyond
This course's SLOs	<p>Identify, describe, and explain what AI is by situating it within much larger theoretical traditions of describing who a communicator is.</p> <p>Identify, describe, and explain how AI is juxtaposed against other “tools” or “mediators” of the human experience throughout history.</p> <p>Describe and explain how and why (interpersonal) communication has always been one of the defining conditions and test cases of machine intelligence.</p>	<p>Develop and present in writing qualitative analyses of how the concepts of “communicator”, “mediator”, and “intelligence” have evolved over time.</p> <p>Develop and present in writing 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>	Critically analyze 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>Reflect on personal communication tools used in everyday life and its impacts.</p> <p>Describe how they might leverage the AI tools they created in class in their own lives.</p> <p>Reflect on how the blurring boundaries between collaborator/tool could affect their academic lives.</p>
Assessment of SLOs	<p>Quiz 1 Quiz 2 Quiz 3 Quiz 4 Discussion Boards (DB) 1-5 Reflection Papers 1-5</p>	<p>Maker Exercises 1-5 Discussion Boards (DB) 1-5 Reflection Papers 1-5</p>	<p>Maker Exercises 1-5 Discussion Boards (DB) 3-5 Reflection Papers 3-5</p>	<p>Discussion Boards (DB) 1-5 Reflection Papers 1-5</p>

V. Quest Learning Experiences

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 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 done by going through the associated maker exercise tutorial and submitting at least 2 screenshots to show your completion of that workshop within the assignment submission on Canvas. Each maker exercise submission is worth 25 points.

- *GOFAI vs. Artificial Neural Network temperature conversion algorithm*
 - This exercise supports module 6’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 Module 7. 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 Module 8. 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 Module 10 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 Module 11. 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). You will answer a series of prompts within each reflection paper so make sure you answer everything as thoroughly as you can.

VI. Required Policies

Attendance Policy

Your participation in class is significant to your success in the class. 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>

Grading Policy

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.

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 *excluding the final journal, maker exercise, reflection, and quiz since I need to submit final grades the very next morning after those are due*). 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.

Plagiarism

The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student's own work all or any portion of the work of another.

Plagiarism includes but is not limited to:

Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

Self-plagiarism, which 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."

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.

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](#) 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](#) 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.

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.

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.

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/.

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 with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, don't refer to a professor by their first name.
- 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 use a size 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 tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being 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 really need to see your message?
- Be sure you REALLY 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:
 - o Make posts that are on-topic and within the scope of the course material.
 - o Be sure to read all messages in a thread before replying.
 - o Be as brief as possible while still making a thorough comment.
 - o Don't repeat someone else's post without adding something of your own to it.
 - o Take your posts seriously. Review and edit your posts before sending.
 - o Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
 - o If you refer to something that was 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.
 - o Always give proper credit when referencing or quoting another source.
 - o If you reply to a classmate's question make sure your answer is correct, don't guess.
 - o Always be respectful of others' opinions even when they differ from your own.

- o When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- o Do not make personal or insulting remarks.
- o Do not write anything sarcastic or angry, it always backfires.
- o 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 wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
 - o When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
 - o Your background can express your personality, but be sure to 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.

Privacy and Accessibility Policies

Honorlock

- [Honorlock Privacy Policy](#)
- [Honorlock Accessibility](#)

Instructure (Canvas)

- [Instructure Privacy Policy](#)
- [Instructure Accessibility](#)

Sonic Foundry (Mediasite Streaming Video Player)

- [Sonic Foundry Privacy Policy](#)
- [Sonic Foundry Accessibility](#) (PDF)

YouTube (Google)

- [YouTube \(Google\) Privacy Policy](#)
- [YouTube \(Google\) Accessibility](#)

Zoom

- [Zoom Privacy Policy](#)
- [Zoom Accessibility](#)