

ENG 6813.0M01 Teaching Online in T&T
Fall 2011
T 7:30-9p and online
Office Hours: T 4-620p

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Syllabus

“The Internet is a miracle and a curse. Mostly a miracle.”
–Ed Regis, science writer¹

Course Description: According to many experts, the future of learning is on the web. With that in mind, faculty members from the Texts and Technology PhD program included this required course to provide students with opportunities to theorize, practice, and critique strategies for online learning in English courses and beyond. The class involves reading, writing, teaching, learning, and lots of collaboration. The course is media-enhanced, so we'll spend some time in a face-to-face classroom format, but we'll also spend significant amounts of time interacting online, where we can develop and challenge our ideas about web-based pedagogy in action. Students who successfully complete the class will be eligible to teach a future “M” or “W” course at UCF.

As the UCF Catalog states: ENG 6813. Teaching Online in Texts and Technology. 3(3,0). PR: Graduate standing. Theory and practice for designing electronic courses and curricula in texts and technology, strategies, theories, and best practices. Fall. CAH-English.

Course Objectives:

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

- ✓ Demonstrate your familiarity with current issues in online pedagogy
- ✓ Theorize and implement best practices in online teaching
- ✓ Assess existing course materials and improve them
- ✓ Develop new materials for an M or W class that can be approved by an IDL-trained faculty member
- ✓ Teach an M or W class using Webcourses@UCF with a high level of competence (“ADL 5000 certified”)

Course Texts:

Baron, Dennis. *A Better Pencil: Readers, Writers, and the Digital Evolution*. NY: OUP, 2009. 978-0-19-538844-2.

Hewett, Beth L. *The Online Writing Conference: A Guide for Teachers and Tutors*. Portsmouth, NH: Heinemann, 2010. 978-0-86709-601-9

Stephenson, Neal. *The Diamond Age: Or, a Young Lady's Illustrated Primer*. NY: Bantam, 1995. 978-0-553-38096-5.

Walvoord, Barbara E., and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. 2nd ed. San Francisco: Jossey-Bass, 2010. 978-0-470-50215-0.

Whithaus, Carl. *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing*. Mahwah, NJ: LEA, 2005.

Willingham, Daniel T. *Why Don't Students Like School? A Cognitive Scientist Answers Questions about How the Mind Works and What It Means for the Classroom*. San Francisco: Jossey-Bass, 2009. 978-0-470-59196-3

Other required texts have been made available on the course website:

“Annotated Bibliography.” CCCC Committee on Best Practices in Online Writing Instruction. 2009.
<http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Committees/OWIAnnotatedBib.pdf>

Kiefer, Kate. “Do Students Lose More Than They Gain in Online Writing Classes?” In Joe Lockard & Mark Pegrum. *Brave New Classrooms: Democratic Education & the Internet*. NY: Peter Lang, 2007. pp. 141-52.

Pantoja, Veronica. “Learning at Light Speed in Neal Stephenson's *The Diamond Age*.” In Jonathan Alexander and Marcia Dickson, eds. *Role Play: Distance Learning and the Teaching of Writing*. Cresskill, NJ: Hampton P, 2006. pp. 189-200.

Williams, Joseph M. 2011. *Problems into PROBLEMS: A Rhetoric of Motivation*. Practice & Pedagogy. Fort Collins, Colorado: The WAC Clearinghouse. <http://wac.colostate.edu/books/williams/>

¹ qtd. in Brockman, John, ed. *Is the Internet Changing the Way You Think? The Net's Impact on Our Minds and Future*. NY: Harper Perennial, 2011. p. 323.

Special Course Requirements:

Please plan to:

- Use a web browser with flash plugin; have speakers or headphones for your computer
- Obtain an “ojobo” account (you may already have one—see directions inside ADL 5000 webcourse)
- Obtain a valid UCF library card (you may already have one— <http://library.ucf.edu/Services/DistanceServices.asp>)
- Use online research and reference tools in addition to the materials on the course website.
- Access the course website and ADL 5000 websites every day.
- Submit assignments to Webcourses@UCF, turnitin.com, and ojobo.ucf.edu.
- Format electronic copies of your White Paper and Annotated Bibliography in any format that is recognized by turnitin.com & that I can open (see Homework Format, below). If your computer cannot save in these formats, you can use campus computer labs.
- Make/purchase photocopies of assignments, drafts, etc.
- Carry out at least one online consultation on your work at the University Writing Center <http://www.uwc.ucf.edu/>
- Share your work with your classmates.

Online Courses:

You will work with other students in the course on one of these four classes:

- ENG 3010 Practical Criticism
- ENG 3241 Writing for the Technical Professional
- LIT 3313 Science Fiction
- ENG 3930 Special Topics (ENG 4415 Digital Rhetorics and The Modern Dialectic)

Course Grading:

For detailed information about points and percentages, see the Point Values Spreadsheet. The course grade will be based on 700 points, even though a few more points may be assigned. The extra points are intended to make up for an occasional technical problem that keeps you from bringing your work to class. If you experience more technical problems than the extra points can make up for, expect to earn a lower course grade.

The “default” grade for most homework assignments is 4/5 (a B). To earn all 5 points, you will need to go beyond the minimal level of competence.

Work due during class will ordinarily be peer reviewed, so you should bring enough copies for everyone in your group, including you. At the end of class, you’ll leave one copy with me. Obviously this means your copies should have your name on them. If you don’t bring copies with your name on them, expect to lose points.

- An A text is exceptional. This is the kind of document that might lead to a promotion in the workplace. It is professional and reflects the writer’s careful consideration of audience and purpose. It contains all necessary information (invention), is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.
- A B text is strong. It would be considered acceptable in the work place. It too is professional and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It is free of mechanical errors.
- A C text is competent. It would probably be returned for revision in the work place. It is generally average in terms of the major criteria listed above. It has few mechanical errors.
- Low C or D work is weak. It would probably get the writer into a bad situation in the work place. It falls below average in terms of one or more of the major criteria.
- F work fails one or more of these criteria. A consistent pattern of these texts would probably get a writer fired in the work place.

Assignment Overview [approximate % of course grade]:

ADL 5000: You'll complete all of the learning objects and assignments in ADL 5000 to the satisfaction of that course's facilitators. [43%]

Reading responses: You will write a brief (500-700 word) response to each of major reading assignments, including assignments for which you are leading discussion. Responses should be posted in the appropriate Webcourses discussion area by the date indicated in the syllabus. Responses may include brief summaries, but should primarily focus on interpretation and application of ideas in the readings. Each response should contain a clear argument supported by textual evidence, but your approach to that argument can vary. You can focus primarily on only one or two sections of a book (as long as you also mention the book as a whole to some extent), or you can focus primarily on the book as a whole (as long as you mention specific details). Your responses can be longer than 700 words if you choose to say more. Please put the words "READING RESPONSE" in your subject so I can find these posts easily. [7%]

Leading a class discussion: Once during the semester, you'll work with a group to lead our online discussion of the week's readings. You'll provide us with important discussion questions; you can also give us activities to complete, point us to online resources including videos, PDFs, etc. You should respond to classmates' posts about the readings and keep things moving along. Try out strategies for leading online discussions in this assignment. [4%]

Presentation about an online tool: Once during the semester, you'll teach the class about an online tool that could be used in an M or W class. Your 20 – 25 minute presentation should include: (1) a description of what the tool does—design an activity that lets the class experience it, if possible (2) how faculty can use it (give specific example(s)) (3) how students can use it (give specific example(s)—a sample assignment perhaps?) (4) relate the tool to course readings (5) visual aid that can be posted online (handout, powerpoint, outline of presentation notes, etc.) [4%]

White paper on a problem related to online learning/teaching: For this assignment you'll identify a problem related to online learning, research possible solutions, and create a position paper outlining options for addressing the issue. Your audience should be either a subset of the UCF community or a particular group within an academic discipline with which you're familiar (unless I give specific permission to choose a different audience). You'll be assigned to bring pieces of this paper to class and to the UWC for peer review; see the course calendar for details. [White Paper PLUS Bibliography = 23%]

Annotated bibliography: As you conduct research on the subject of your white paper, you'll develop an annotated bibliography that contains information about at least 20 relevant books, articles, websites, etc. For each text, you'll provide full bibliographic information plus a minimum of 75 words of description (a summary of the work) plus assessment (how it fits your white paper topic) per entry. Your bibliography should complement your white paper and its style should be coherent (which means you'll need to write the annotations yourself). You'll be assigned to bring pieces of this bibliography to class for peer review; see the course calendar for details. [White Paper PLUS Bibliography = 23%]

Materials for a future course: You'll develop a syllabus, course calendar, updated assignments, and other materials for a future "M" or "W" version of one of the courses we're working on this semester. Your syllabus should fulfill all UCF's requirements and make clear how you are incorporating online learning. Even though you will work with a group on your class template, you should construct your own syllabus and course calendar. [10%]

One assignment will be a course skeleton that shows which assignments and activities meet which objectives. Put your skeleton into table format. You can format your table any way you like, but one possibility is to list objectives in rows and assignments in columns, as below:

	Objective 1	Objective 2	Objective 3	Objective 4	f2f or online?	deadline week
assignment 1	I				f2f	1
assignment 2	R	I			online	1
assignment 3	R	I	R		f2f	2
quiz 1	T				online	2
activity 1		I	R		f2f	3
...						

KEY: I = introduces objective; R = reinforces objective; T = tests objective

Presentation about Your Class: With your group, you will make a 15-minute presentation at the end of the semester about the class you worked on, the changes you plan to implement, and the reasons for these changes. Your presentation should include a visual aid. Fifteen minutes isn't very much time, so plan a brief overview plus an example or two. The night before your presentation, post to Webcourses an e-copy of your syllabus and course calendar. (These documents will be helpful if you are ever assigned to teach one of these courses in the future.) [7%]

Participation: Participation includes attendance and active engagement in face-to-face sessions and solid effort in the online format as well. Plan to post at least twice a week in Webcourses. [2%]

Tour UCF's Institute for Simulation and Training: On this tour, you'll see the latest technologies for teaching online. The tour will be scheduled based on the availability of IST researchers; it'll take place during regular business hours. Because it can't be held during our regularly scheduled class time, you aren't required to attend, but I sure hope you can attend. Trust me, you would regret missing it. I'll give you as much advance notice of the time/date as I can.

Online Tool Presentations:

You'll choose one of the following tools and demonstrate to your classmates how it can be used for teaching:

Tool:	For more information:	Date (all Tuesdays):
Prezi &/or Vuvox (on beyond powerpoint)	prezi.com; vuvox.com	Sept. 6
Yahoo pipes (manage RSS feeds)	pipes.yahoo.com	Sept. 13
Diigo (social bookmarking)	diigo.com	Sept. 13
Kogneato (UCF's learning games)	kogneato.ucf.edu (you probably can't login but you can view the widgets catalog)	Sept. 20
Visual Thesaurus &/or BYU Corpora (researching word use)	visualthesaurus.com; corpus.byu.edu - VT may require a subscription, but it has more teaching-focused resources.	Sept. 27
Google documents (collaborative writing)	docs.google.com . Focus on uses for collaborative writing in your presentation.	Oct. 4
e-Portfolios	Focus on a platform used somewhere at UCF. You can contact Jane Moody (sites.google.com/site/janemoodyportfolio) &/or Kevin Yee (FCTL) for starting points.	Oct. 4
MOO (a type of MUD)	start with Wikipedia; I'm not sure if any MOOs are still around, but they inspired lots of past research	Oct. 11
wikis	wikispaces.com	Oct. 11
Calibrated Peer Review (peer review management)	cpr.molsci.ucla.edu	Oct. 18
Online teaching repositories	theorangegrove.org; merlot.org	Oct. 18
Voki (create your own talking avatar)	voki.com	Oct. 25
Audacity (sound editing)	audacity.sourceforge.net	Nov. 1
Facebook &/or Google Plus	facebook.com; plus.google.com	Nov. 8
Twitter	twitter.com	Nov. 8

Online Discussions:

In groups of three, you will lead online discussions of required texts:

Group	Texts	Post discussion questions by Wednesday	Online discussion takes place Thursday through Wednesday
A	Stephenson & Pantoja	August 31	September 1 – 7
	Williams	September 7	September 8-14
B	Willingham (intro – ch. 4)	September 14	September 15-21
	Willingham (ch. 5-conclusion)	September 21	September 22-28
C	Hewett (intro – ch. 4)	October 5	October 6-12
	Hewett (ch. 5-Postscript) & Kiefer	October 12	October 13-19
D	Whithaus (intro – ch. 4)	October 20	October 21-26
	Whithaus (ch. 5-9)	October 26	October 27 – November 2
E	Baron (preface – ch. 6)	November 2	November 3-9
	Baron (ch. 7-12)	November 16	November 17-23

Course Policies:

Attendance: Attendance is a critical part of this course. If you miss more than one class session, your grade will be in jeopardy.

Changes to this syllabus: It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

Computer Viruses: You won't have to worry about viruses because you are required to use a reputable anti-virus program to participate in this course. Good programs include those by McAfee, Kaspersky, Symantec. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

Conduct: As you learned when you were accepted at UCF, you must be aware of and follow the personal and academic conduct guidelines in The Golden Rule.

Contacting Your Instructor: Once the semester starts, *all private communication with me should be sent through the mail tool inside Webcourses*. Check your Webcourses mail daily. Even if you contact me via another means, I will ordinarily respond via Webcourses mail, because Webcourses is FERPA compliant, and because Webcourses content needs to be as complete as possible for archival purposes.

If Webcourses is unavailable, you may email me at byoung@ucf.edu. However, I will not discuss your grades through email due to FERPA.

Due to university budget cuts, I have no office phone. Emergency phone messages can be left with the English department (407-823-2212). That phone number connects with voice mail; periodically during business hours, a staff member retrieves messages, writes them down, puts them in mailboxes, and if they seem urgent, sends them via phone or email. You'll save time by contacting me through Webcourses or (if you can't access Webcourses for some reason) email.

Of course you're always welcome to stop by during my office hours! I see students during my office hours on a first-come, first-helped basis. I'm also able to arrange meetings at other times, either face-to-face or via Skype (www.skype.com). Please let me know if you would like to meet with me about the course, your course projects, or any other issue of concern.

All communication between you and me, and between you and other students, should be respectful and professional. Also, you should regularly check your Knight's Email account at <http://www.knightsemail.ucf.edu> for separate official communication from the university.

Copyright: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©2011-2020 Beth Rapp Young.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, <http://sds.sdes.ucf.edu/> before any accommodations can be provided.

Discussion Posts: Send messages intended for just one or two readers by Webcourses mail instead of posting them to the discussion. For example, questions about why you got your grade should be sent only to Dr. Young. Post messages to the appropriate discussion topic. Messages posted to the wrong discussion topic will not earn credit. Consider composing complex messages in a word processor, then copying/pasting your words into the discussion message.

Every discussion message you post should:

- ✓ Be given a descriptive subject heading (NOT "Discussion Post" or "Assignment")
- ✓ Avoid posts that only say "I agree"; they will not be counted for credit.
- ✓ Be courteous and clear. (Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.)

Do not post discussion messages that do nothing more than complain about the assignments or the course. Such messages will be deleted. Students who are repeatedly disruptive will be banned from course discussions and therefore unable to complete some assignments.

Graded Work: You can expect graded work to be returned to you two weeks after the deadline or two weeks after you turn it in, whichever is later (though often I post grades much more quickly). If you wish to question or appeal a grade, please do so in writing via the Webcourses Mail function within ten calendar days of when the grades for that assignment were distributed. Course grade appeals will follow the procedure outlined in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>).

Grammar Mistakes in Course Materials: You may from time to time notice grammar mistakes or typos on course materials. As you probably suspect, these mistakes are intentionally put there for the amusement of students who enjoy finding them and pointing them out to others. You can demonstrate your skill at proofreading by (nicely) letting me know what you have discovered, so that the mistake can be corrected.

Homework Format: All out-of-class writing, including drafts and homework exercises, should be word-processed. Work submitted on paper should be double-spaced and clearly printed with black ink on white paper; multiple pages should be stapled together. Please try to conserve paper—your work should be clearly legible but need not float in a sea of white space.

Your final white paper and annotated bibliography should be saved in a format that www.turnitin.com can read (for assignments submitted to [turnitin.com](http://www.turnitin.com)) and that I can read (for assignments submitted to Webcourses), e.g., Portable Document Format (.pdf), Word (.doc or .docx) or Rich Text (.rtf), NOT Works (.wps). You can use the computer labs on campus if your own computer cannot save in these formats. (<http://www.computerlabs.ucf.edu>)

If you have brought a draft to the UWC, printout the Record of Consultation and staple it to that draft. Submit this stapled packet along with your final paper.

For your White Paper and Annotated Bibliography, put your name, the date, and the course (ENG 6813) in the top left corner of the first page. Center your title on the first page and create a running header that contains your last name, a few title words, and the page number (see the header on this page for an example). Do not create a separate title page. Double-space your text. Margins should measure no less than one inch. No kooky or odd-sized fonts, please. All sources should be cited in current Modern Language Association (MLA) format. Staple your pages together. Points will be deducted for work that fails to meet format requirements. You'll submit hard copy to the English dept. before 5p AND an electronic copy to www.turnitin.com by midnight of that same day.

For all work, save all your notes and drafts, including UWC records, and have them ready in case I ask for them. You should save these materials until after you receive your course grade for the semester.

Incompletes: A grade of "incomplete" can be awarded only for a documented emergency that occurs at the very end of the semester (e.g., emergency surgery or a death in your immediate family). For emergencies that occur earlier in the semester, contact UCF Academic Services (below) about other options such as Medical Withdrawal. Incompletes are given at my discretion. If, in my judgment, you couldn't pass the class even with the extra time, I reserve the right to summarily deny your request.

Late and Missed Assignments: Homework assignments will earn no credit if submitted late. If you aren't in class, you won't earn credit for work submitted for that class, even if you distribute it somehow ahead of time. Your *White Paper* and *Annotated Bibliography* will be accepted late only in case of documented medical emergency.

There are two reasons for this policy: (1) The nature of the work. Many assignments are time-sensitive. For example, you will often be assigned to bring work to class for peer review. There is no point in submitting work to a peer review that you cannot attend, or that has already happened. (2) The pace of the class. Spending time on past assignments can prevent you from keeping up with current assignments.

Plagiarism: All UCF students are responsible for upholding standards of academic integrity as explained in the Student Handbook and The Golden Rule. The bottom line is that students must never represent someone else's work as their own. Also, for this class, you may not submit work that you have submitted/will submit for credit in other classes, unless I give specific written permission.

Privacy: Your work may be used anonymously as an example in other classes or workshops for educational/research purposes only. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do NOT wish your work to be used in this manner, let me know *in writing* within one week of the date your course grades are available to you on myUCF. (This date is listed on UCF's Academic Calendar as "Grades will be processed as available and will be final on myUCF.") Your course grade will stay the same whether or not you allow your work to be quoted in

this way. If you give me your “opt out” note after the date I’m required to input grades (listed as “Grades due on myUCF”), I won’t even know of your decision when submitting your grade.

Record Keeping: Save all copies of all your work, including graded homework assignments, all your drafts, and any work with my comments on it. You should save this information until you have received your final grade for the course.

Returned messages: You can expect mail and course mail messages to be returned within 48 hours, 72 hours on weekends, though often I respond much more quickly. I am not a computer program posing as a college professor; I am actually a real person. This means I take time to attend to other work, to eat, to sleep, and so on. Also, answering your questions may require thought, and I’ll need time to frame a coherent answer. Please give me time to respond to you before you send “Did you get . . . ?” messages.

Sexual Harrassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act, intended to eliminate sex discrimination in education, covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the University but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the University’s Equity Coordinator. The campus Equity Coordinator is the Director of the Office of Equal Opportunity and Affirmative Action Programs (contact information below).

Turnitin.com: For this course, you will be expected to submit your White Paper and Annotated Bibliography both in hard copy to my mailbox in the English Department (CNH 405) and in electronic format to turnitin.com, an automated system that compares each student’s assignment with billions of web sites, as well as a database of student papers that grows with each submission. After assignments are processed, I’ll receive a report from turnitin.com that states if and how another author’s work was used in them. For more information, see <http://www.turnitin.com>.

UWC: The University Writing Center (UWC) is a free resource for all UCF students. At the UWC, a trained writing consultant will work individually with you on anything you’re writing (in or out of class), at any point in the writing process from brainstorming to editing. For this class, you’ll be required to make an appointment to attend a UWC consultation (at any UWC location or online). Even though you won’t earn points just for making an appointment, you should do it anyway. Here’s why: if you meet the assigned deadlines for making your appointment, you should have no trouble getting a consultation at a convenient time. If you fail to meet the appointment deadline, you may not be able to get a consultation at all. When you sign in for an appointment, select our class from the list so that a notice will be sent to me. After the consultation, print out your record of consultation, staple it to the draft you brought to the UWC, and submit the stapled packet along with your final paper. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407-823-2197.

Technical Support and Useful Links:

Print this page NOW and store it in a safe place so that you'll have the information available whenever you experience computer problems.

Please post technical questions to the Help! discussion topic. Members of the class who are technically proficient are encouraged to monitor the discussion and assist classmates.

NEVER SPEND MORE THAN AN HOUR trying to fix problems by yourself! UCF offers wonderful technical support free of charge—please save yourself some time and stress by availing yourself of the help available to you. See the list of useful contact information below. **Online@UCF Support at (407) 823-3808 or <http://learn.ucf.edu/support> is the first resource you should contact.**

When you ask for help, you are also doing a good deed: you are teaching UCF's tech help people about the kinds of problems students encounter in these courses. The more that is known about problems you encounter, the more that can be done to help prevent such problems in the future.

So DON'T STRUGGLE ALONE! Ask the tech people for help when you encounter glitches. (NB: your professor is not trained to do tech support, though she is happy to provide sympathetic moral support.)

Technical Assistance for On-Line Courses at UCF

Network outages: On occasion, you may be unable to access the course due to network outages. Most of the time, the problem is caused by something like a backhoe cutting a cable. Such problems are usually resolved within a few hours. Please don't panic if this happens to you—just keep checking the network, and eventually you'll be able to access the course again. Depending on where the problem has occurred, the tech support staff at your internet service provider or UCF's Help Desk (see "Useful Links" below) should be able to estimate when everything will be back to normal. When you are able, post your work along with an explanation of what happened.

Viruses: You won't have to worry about viruses because you are required to use a reputable anti-virus program to participate in this course. Good programs include those by McAfee, Kaspersky, Symantec. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

Back-ups: Technical difficulties can cause serious problems, especially if you procrastinate. Back up your files regularly and store backup files in a location separate from your computer. Use a surge-protected power source (one that also protects your internet connection) and avoid using your computer during thunderstorms. A lightning strike could wipe out you and your computer.

Break-downs: Think of your computer as your transportation to the class. If you are enrolled in a face-to-face class and your car keeps breaking down, you will be expected to find another way to get to class. In a web class, if your computer keeps breaking down, you will be expected to find another way to access the class. Fortunately, public libraries and campus computer labs offer free Internet access. See "Useful Links" below for more information about campus computer labs.

If you experience repeated technical problems, consider dropping the course. Petitions for late withdrawal may be filed in UCF's Academic Services Office. (See "Useful Links" below for contact information.)

Useful links:

***Tech Help: Contact Online@UCF Support (407)823-3808 or <http://learn.ucf.edu/support/> ***

Academic Services Office, AD 210, 407-823-2691, <http://www.academicsservices.ucf.edu>

Computer Lab Information: <http://www.computerlabs.ucf.edu>

Distributed Learning at UCF Student Information Pages: <http://online.ucf.edu/>

English Department: CNH 405, 407-823-2212, <http://www.english.cah.ucf.edu/>

Flash—You may need this plug-in: <http://get.adobe.com/flashplayer/>

Golden Rule (UCF student handbook): <http://www.goldenrule.sdes.ucf.edu>

Student Disability Services: FC 132, 407-823-2371, <http://www.sds.ucf.edu>

UCF Computer Store: <http://www.cstore.ucf.edu>

UCF Equity Coordinator / Director of the Office of Equal Opportunity and Affirmative Action Programs: MH 330, 407-UCF-1EEO (407-823-1336), <http://eeo.ucf.edu/os.html>

UCF Main Page: <http://www.ucf.edu>

UCF Library: <http://library.ucf.edu> See also "Off-Campus Access" <http://library.ucf.edu/Databases/OffCampus.asp>