Course & Instructor Information

Course Title: AI Literacy
Credits: 3
Format: Hybrid with In-Person Labs
Prerequisites/Recommended Preparation: None.

Instructor: Dr. Arash Zaghi
Office: CAST 328
Office Hours/Availability: By appointment.

Co-Instructor: Dr. Michael Vaccaro
Office Hours/Availability: By appointment.

Contact Information: Please contact your instructors via email at **ai4all@uconn.edu**. Include your course section (e.g., SEC001) in your initial email. If you email your TA directly, please be sure to CC **ai4all@uconn.edu**. This ensures the instructors have a written record of your request and can ensure your request is handled.

Please allow for a response time of 1 to 2 business days from the instructors and from your TA.

Course Materials

Required course materials should be obtained/installed on your computer before the first day of class.

Note: The University has set minimum device requirements for all students. Chromebooks and iPads do not meet these requirements and are not compatible with the software used in this course.

Item 1. Laptop with either Windows or MacOS operating system (Required).

The assignments in this course require you to use the *desktop version* of Microsoft Word on either a Windows or a Mac laptop. Chromebooks and tablets like iPads cannot run the *desktop version* of Microsoft Word, which is required to complete the assignments in this course.

Please be sure to bring your laptop **(and charger, if necessary)** with you to every class section.

Item 2. Software – Microsoft Word Desktop App (Required)

Many of the assignments will require you to use the *desktop version* of Microsoft Word. You can download and install Microsoft 365 apps (including Microsoft Word) for free using your University account. Please reference the knowledge base article published by UConn ITS for instructions. Follow the instructions to "Install on a personal computer".

Note: If you do not have a computer that can run the *desktop version* of Microsoft Word (e.g., Chromebook), you may be able to run it through Uconn Anyware. This option is *not recommended* unless you cannot install Office apps on your computer.

Course Description

Catalog Description: Introduction to artificial intelligence tools for learning, creative work, and problem solving. Emphasis on developing effective prompts, incorporating instructor and peer feedback, refining drafts and prototypes, and evaluating AI-generated outputs while maintaining independent judgment and authorship. Consideration of

ethical and social issues including privacy, bias, transparency, accuracy, accessibility, and the appropriate role of AI in academic and professional contexts. Coursework includes lectures, hands-on labs with AI systems, case studies from multiple disciplines, and written reflections connecting AI use to students' own learning practices. Course is open to students of all experience levels and all majors. No prior experience with AI is required.

Instructor Description: GenAI is a powerful tool that is shaping our future. This course treats AI as something you can use today for learning, creativity, and real problem solving. We will lean into its benefits for personal growth and societal good, while building a grounded ethical compass for how to use it well. You will work hands-on with modern AI systems. You will practice asking better questions, turning ideas into drafts and prototypes, and checking results with a critical eye, keeping your own voice along the way. You will learn where AI helps and where human judgment matters most. In this course, we will talk about privacy, bias, transparency, and truthfulness. We will also focus on accessibility and personalization so every student can build a workflow that fits the way they learn and think. Expect short lessons, active labs, case studies from many fields, and reflective work that helps you turn skills into habits.

Course Learning Objectives

By the end of the semester, students should be able to:

CLO 1. Explain what AI and GenAI are, how they developed over time, and how their use in learning, creative work, problem solving, and technical design is impacted by historical, societal, and cultural influences, and vice versa. Students will articulate the importance of AI-enabled forms of creativity, ideation, and innovation to individuals, organizations, and society across different domains through personal reflection and structured debates with classmates.

CLO 2. Design and run human–AI creative workflows for academic, professional, and creative tasks across text, image, audio, and video that use effective prompting, treat GenAI as a co-creator, and preserve a clear sense of personal voice and intent. Students will co-produce new ideas, artistic works and/or other expressive works with AI and will receive feedback from instructors and peers to refine their prompts and observe how AI outputs change in real-time.

CLO 3. Critically evaluate AI-generated outputs by checking accuracy and validity, identifying bias or gaps, and comparing tools or models on the same task. Students will use their analysis to iteratively refine their prompts, demonstrating creative problem solving and design thinking by adjusting and adapting their human-AI workflow to address problems as they arise. Students will defend their revisions by describing why prompts were changed and how their changes affected the AI output.

CLO 4. Analyze real and hypothetical AI use cases to identify ethical, privacy, and fairness concerns and to defend a justified position on how AI should or should not be used in those cases. Students will interpret divergent perspectives in designing and evaluating AI-enabled approaches through in-class discussions and structured debates with peers. Students will use evidence to support their ideas and respond to differing viewpoints.

CLO 5. Compare and contrast AI-augmented workflows with non-AI strategies for academic, professional, and creative tasks, and assess how choices about creativity, ideation, and innovation affect quality, time, risk, and control over authorship. Students will describe the role that creativity, both individually and in human-AI collaboration, plays in problem-solving, communication, and knowledge construction.

CLO 6. Design, create, and defend a personal AI-use and learning plan as a new methodology for incorporating GenAI into their academic, professional, and creative work. In this plan, students will set and justify clear boundaries for when to use or avoid AI, explain how they will protect privacy and uphold academic integrity, and outline how they will keep their AI co-creation skills current.

Alignment of Common Curriculum & Course Student Learning Objectives with Assessments

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

The University has defined student learning objectives (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course's student learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the Common Curriculum objectives.

This course is aligned with TOI-1 Creativity: Design, Expression, Innovation.

TOI	Common Curriculum Objective	Course Learning Objective(s)	Course Assessment(s)
TOI-1	**CCO 1:** Students will be able to assess the importance of creativity, ideation, innovation, and/or technical design output to individuals, organizations, society, and/or various fields of study.	**CLO 1**, **CLO 5**	• Post-Lecture Assignments • Module Lab Assignments ○ In-Class Discussions and Class Debates • Lab Check-In Assignments
TOI-1	**CCO 2:** Students will be able to demonstrate skill with evaluating, adjusting, and adapting the creative process to address particular challenges, needs, or conditions.	**CLO 2**, **CLO 3**, **CLO 4**	• Post-Lecture Assignments • Module Lab Assignments ○ In-Class Discussions and Class Debates
TOI-1	**CCO 3:** Students will be able to design or create new ideas, mechanisms, methodologies, artistic works, and/or products.	**CLO 2**, **CLO 6**	• Post-Lecture Assignments • Module Lab Assignments ○ In-Class Discussions and Class Debates

Course Outline

Unit 1: Historical Perspectives & Introduction to Generative Models
Module 01: Course Introduction & the AI Revolution
Module 02: The Evolution of AI & Emergence of Generative Models
Module 03: Using Generative AI Tools for Knowledge & Creativity
Module 04: Foundations of Prompt Engineering

Unit 2: Effective Human-AI Creative Processes
Module 05: Fundamentals of Learning & AI-Enhanced Personalization
Module 06: AI-Metacognitive Skills

Unit 3: Collaboration, Critical Thinking, & Integrity with AI
Module 07: Using Generative AI for Communication & Teamwork
Module 08: Challenges, Critical Reliance, and Ethical Implications of Advanced Generative AI
Module 09: Thinking Critically with Generative AI
Module 10: Practical Strategies for Validating Generative AI Outputs
Module 11: Multimodal AI & Ethical Implications of Generative AI

Unit 4: Inclusion, Personal Agency, & Futures of AI
Module 12: Harnessing AI for Inclusive Empowerment
Module 13: Balancing Automation & Ability
Module 14: Prospects of AI

Course Schedule

Assignment due dates are set based on the day your lab section is scheduled. Please refer to the Course Schedule linked in HuskyCT for the due dates associated with each Module. To find the Course Schedule:

- Click on the "Syllabus and Course Schedule" link on the main Course Content page
- Click on the "Course Schedule" link

Course Requirements and Grading

Summary of Course Grading:

Course Component	Weight
1. Post-Lecture Assignments	30%
2. Lab Check-In	20%
3. Lab Assignments	50%

How do assignments support your learning in this course?

We treat AI as a co-creator in this course, not as a replacement of your critical thinking. A central goal of this course is to help you reflect on your own thinking (metacognition); specifically, how you form ideas, how your ideas evolve when you interact with AI, and how you stay in charge of your creative process. Through Post-Lecture and Lab assignments, you will use AI tools to generate ideas, drafts, and prototypes while remaining the primary author who decides what to keep, revise, or reject. Assignments will regularly ask you to describe how you made your choices and what you learned about your own thinking. You will receive regular feedback both from your peers in class and from your lab instructor on assignments you submit to HuskyCT. You will also practice engaging with multiple perspectives in ethical case studies and structured debates so you can learn to justify your own decisions about AI use while understanding and responding to others' viewpoints.

Course Component 1: Post-Lecture Assignments

Each module begins with two online lectures. The lecture content is delivered asynchronously. You must watch both online lectures before coming to class each week. Engaging with the lectures before lab is essential as it will set you up to meaningfully contribute to both the individual and group activities.

There is one Post-Lecture Assignment per lecture for a total of two per module. These assignments take the form of individual *reflections* or *quick exercises* with AI:

> Reflection-based assignments ask you to think critically about how you interact with AI in your own learning, creative work, or problem-solving. There are no "right" or "wrong" answers; it is most important that you take the time to reflect meaningfully and connect your personal experiences to the ideas posed in lecture. Your grade will be based on the quality and depth of your reflection. Grading rubrics are provided alongside each open-response question in these assignments.
>
> Quick exercises ask you to experiment with AI tools or prompting strategies to prepare you for lab (e.g., setting up accounts, learning how a platform is organized, or practicing a new prompting technique). These exercises treat AI as a co-creator: you will try out prompts, critically evaluate the responses you get, and decide how to refine the AI's output so it better reflects your goals and your voice.

You will receive feedback from your lab instructor on each Post-Lecture Assignment that you submit. This feedback is meant to help you improve your metacognitive capabilities, see where your understanding of the content is strong, and to help you improve your prompting skills. GenAI performs best when your prompts are context-rich, so feedback will often focus on where you were too vague and how you could better express your thinking.

Deadlines and attempts:

- Post-Lecture Assignments are typically due at 11:59 PM ET the night before your scheduled lab. See the Course Schedule for all due dates.

- You have unlimited submissions until the deadline. Only your last submission will be graded.
- Your two lowest Post-Lecture Assignment scores will be dropped at the end of the semester.

Course Component 2: Lab Check-In

It is important that you watch the two lectures associated with each module before you come to class each week. These videos provide crucial background knowledge and cover prompting strategies or reflective techniques that you will be asked to implement during class. You will be asked two multiple-choice questions during class each week to test your knowledge of the concepts presented in the lectures.

These two multiple-choice questions will be presented to you using Slido. Your lab instructor will pick a 5-minute time during the class period to display the Slido QR code. You must be present in the class during this time to receive credit. All Lab Check-In Assignments are worth 3 points. You will receive 2 points for participating in the Slido and 0.5 points for each correct answer on the multiple-choice questions.

Notes:

- If you do not have your phone or laptop on you during class, please see your lab instructor. They can provide you an accommodation to complete the Lab Check-In (e.g., writing your answers on a piece of paper).
- You will not be allowed to complete the Lab Check-In if you are not present during class (e.g., due to illness).
- Lab Check-In assignments are one attempt only.

Your one lowest Lab Check-In score will be dropped at the end of the semester.

Course Component 3: Lab Assignments

There is one lab assignment per module. Labs are the core of this course, and your success depends on showing up and participating actively. You will work in person with a team of three or four during your scheduled lab. Labs blend individual exploration of AI tools with team exploration, discussion, and critique. The work is designed to be finished in the room and is not typically suited to purely individual work. Skipping lab means missing the hands-on practice and critical discussion/reflection that standalone lecture cannot replace.

You will use GenAI as co-creator during lab to brainstorm ideas, outlines, and develop drafts; generate alternative solutions for unique problems or tasks; evaluate AI performance and identify errors/biases; and revise AI-generated drafts so they better reflect your own thinking, voice, and ethical boundaries. You will always remain the sole author of your work. You will regularly be asked to document your prompts and justify when and why you accepted, modified, or rejected AI suggestions. This structure is meant to help you see AI as a partner, *not a replacement*, for your own judgement and effort.

Many labs include case studies and structured activities (e.g., small-group debates, role-playing, etc.) where you and your classmates will be encouraged to explore multiple viewpoints on how AI should or should not be used. Through these debates, you will practice interpreting and articulating different perspectives, weighing trade-offs around privacy/bias/fairness/accuracy, and defending your own ethical point-of-view.

You will receive real-time feedback from your peers and your lab instructor as you try different prompts and tools during lab. You will also receive written feedback from your lab instructor on the prompts you developed and the methods you used to evaluate the AI's output. Grades and comments on lab assignments are intended to guide your next attempts. For example, your lab instructor may point out where you could have pushed AI further, checked sources more carefully, or made your own voice/opinion(s) more visible.

A Note on Academic Integrity: Each student must complete and submit their own lab document. Unless otherwise stated in the assignment, no two students can submit the same work. This includes sections where you write down the findings of your group discussion. At a minimum, you will receive a zero on the portions of the assignment that are copied from other students.

A Note on Lab Participation:

Please come to class each week ready to participate actively in your group discussion. Collaboration with your peers is at the heart of this course's design. Please send an email to your lab instructor and CC the course instructors (ai4all@uconn.edu) if you will not be able to attend class one week.

Deadlines and attempts:

- Labs are due at 11:59 PM ET on the day your lab meets. Lab assignments are designed to be completed during class, so we highly encourage you to submit a draft of your submission before leaving. You can finalize your submission after class if needed and resubmit.
- You have unlimited submissions until the deadline. Only your last submission will be graded.
- Your one lowest Lab Assignment score will be dropped at the end of the semester.

Undergraduate Grading Scale:

Explanation	Weighted Grade	Letter Grade	GPA
Excellent	93 – 100	A	4.0
	90 – 92.99	A-	3.7
Very Good	87 – 89.99	B+	3.3
	83 – 86.99	B	3.0
Good	80 – 82.99	B-	2.7
	77 – 79.99	C+	2.3
Average	73 – 76.99	C	2.0
Fair	70 – 72.99	C-	1.7
Poor	67 – 69.99	D+	1.3
	63 – 66.99	D	1.0
Merely Passing	60 – 62.99	D-	0.7
Fail	0 – 59.99	F	0.0

Requests for any bonus grades to put you in the next grade bracket will not be accepted. Any requests for passing the course if your grade is less than 59.99 will not be accepted.

Information on grades and grading can be found on the Registrar's site and in the catalog:

- Registrar's Information on Grading Scales
- Undergraduate Catalog Grade Information

Note about Assignment Submissions

Please pay careful attention to the requested document format within each HuskyCT assignment. Most assignments where you are asked to upload a file ask for a **PDF**. This ensures that your file "renders" in HuskyCT (i.e., that we can grade it). It is your responsibility to **double-check that your submission was successful** and that your file opens in HuskyCT (e.g., file is not corrupt, etc.). If it does not open in HuskyCT, your assignment will receive a "zero". No resubmissions will be accepted unless the resubmission falls within the timeline allowed under the course Late Policy.

Note for students with Macs: In the past some students have used *Pages* (the default document editor on Mac) to complete assignments. In general, *Pages* does not work well with the assignments in this course due to formatting issues. If you do decide to use *Pages*, make sure you save it to a **PDF**. The native *.pages* file cannot be opened on Windows and does not render in HuskyCT. **You will receive a "zero" if you submit files in a format that does not load in HuskyCT.**

Due Dates & Late Policy

Due Dates:

All due dates are identified in the Course Schedule available in HuskyCT. Deadlines are based on U.S. Eastern Time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy:
Unless otherwise approved (see "Makeup Policy" below), all late assignments will be subject to the course Late Policy without exception.

Assignments marked late by HuskyCT will lose points as outlined in the table below.

Days Late	Deduction
1 day	-5%
2 days	-10%
3 days	-20%
4 days	-30%
5 days	-40%
6 to 7 days	-50%
More than 7 days	-100% (no credit)

Notes:
- Assignments will not be accepted for credit if submitted more than 7 calendar days from the original deadline.
- An 11:59 PM ET due date means that an assignment is due at 11:59:00 PM ET. Any assignment received after this time will be flagged as "LATE" by HuskyCT and will be subject to the deductions listed above.
- Students with approved accommodations through the Center for Students with Disabilities (CSD) may not be subject to the above Late Policy. The Late Policy will be modified for these students on a case-by-case basis in alignment with their accommodations.

Feedback & Grades

We will make every effort to provide feedback and grades within **two weeks** of the due date. To keep track of your performance in the course, refer to the "Gradebook" tab in HuskyCT. Feedback on your work, especially on Post-Lecture Assignments and Labs, is not just about "points". It is designed to help you refine your prompting strategies, improve the way you evaluate AI outputs, and identify where you may need to revisit core concepts before moving on. You are encouraged to review comments carefully and apply what you learn to your future assignments.

It is your responsibility to check your grades frequently (i.e., at least once per week). If you think a grade has been entered incorrectly, it is your responsibility to contact your **instructor** within **14 calendar days** of when a grade is posted to HuskyCT. After this time, grades will be considered final. Requests for grade reviews will not be accepted outside of this timeframe except in extenuating circumstances.

Notes:
- This timeline may shrink towards the end of the semester as the University has set deadlines for posting grades. Requests must be received at least three calendar days before this deadline.
    - **Fall 2026**: All requests must be received by **Sunday, December 20, 2026 at 4:00:00 PM ET**.
- Regrade requests are **only** accepted in **writing via email to ai4all@uconn.edu**. Verbal requests (e.g., in class to your TA) will **not** be accepted.
- Regrade requests will be overseen by the course instructor. Depending on their nature, regrades may be performed by the instructor or may be delegated to a graduate TA.
- Requests for re-grades will not be accepted if it includes reference to another student's work. In general, requests for re-grades will also not be accepted based on how much effort you put into it or the impact it has on your final course grade.
- Re-grades will be completed on your existing submission. You cannot submit a new version of the assignment alongside the re-grade request.
- Requesting a regrade **does not necessarily mean you will be given a higher grade**. It is possible that a regrade will result in a lower grade.

Weekly Time Commitment

You should expect to dedicate **6 to 9 hours per week** to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours.

Make-up Policy

Exceptions to course due dates will only be made in cases of approved accommodations. Students are responsible for making arrangements in advance to make up missed work.

Unless approved by the instructors or by proxy of a Dean of Students/Center for Students with Disabilities accommodation (e.g., absent for part of a week), you will not be allowed to attend another class during the week to make up a missed lab.

General Absence or Illness:

We understand that there may be times during the semester when you are busy with non-academic commitments, other coursework, or may become ill. If you expect to be absent due to illness or other commitments, please reach out to the course instructors (ai4all@uconn.edu) and your TA. In these cases, all assignment due dates still apply. You will not receive credit for the Lab Check-In or the Lab Assignment if you are not present in class.

The course Grading Policy accounts for cases of short-term unexpected absence, and it is up to you to seek accommodations through the Dean of Students office/Center for Students with Disabilities if needed for Extended Absences (see below). As described under "Course Requirements and Grading": your two lowest Post-Lecture Assignment scores, your one lowest Lab Check-In score, and your one lowest Lab Assignment score will be dropped at the end of the semester.

Extended Absences and Personal Emergencies:

If you are sick or absent due to family or personal emergency, such as an extended illnesses, you must contact the Dean of Students office (https://dos.uconn.edu) or the Center for Students with Disabilities (https://csd.uconn.edu). Your case will be reviewed by their office and, if approved, they will contact your instructor.

Your instructor will then work with you to set a new deadline for work missed during your absence.

- Work submitted before this mutually agreed-upon deadline will not be subject to the above Late Policy.
- Work submitted after this mutually agreed-upon deadline will be subject to the above Late Policy.

Absence due to Religious Observances and Collegiate Athletics:

If you plan to be absent from class due to a religious holiday or other University-sponsored travel (e.g., athletics), you must contact your instructors (ai4all@uconn.edu) to seek approval. Your request must be accompanied by notification from the relevant office or another faculty member. Notices provided by club presidents, for example, will not be accepted.

Your instructor will work with you to set a new deadline for work missed during your absence.

- Work submitted before this mutually agreed-upon deadline will not be subject to the above Late Policy.
- Work submitted after this mutually agreed-upon deadline will be subject to the above Late Policy.

Instructors' Use of Generative AI

Because this course asks you to think carefully about how and when AI should be used, we want to be transparent about how we use it ourselves. At this time, we do not use AI for any automated grading, feedback generation, or monitoring of student performance or participation. Every grade and every evaluative comment you receive in this

course comes from a member of the teaching team, and any future change to this practice will be announced to the class in advance.

During the development of the course, we did use AI wherever it helped us improve the quality of what we put in front of you: generating richer and more visually engaging slides, conducting broader searches of the research literature and compiling what we found, refining lecture scripts, and testing whether explanations were clear. In each of these cases, the teaching team reviewed, corrected, and took responsibility for the final material.

Course Policy on Generative AI

Using AI in this course:

- AI use is expected. You will work with GenAI each week for ideas, drafting, and problem solving.
- You are the director. Your job is to give the system enough context, constraints, and examples so the output reflects your ideas and experiences.
- AI tools are to be treated as co-creators that can help you refine your ideas. They may never replace your own judgement, reflection, and/or authorship. You are fully responsible for the work you submit.

What's not allowed:

- **Zero-shot paste-backs:** typing the assignment prompt once, pasting the raw output, and submitting. This shows no context, no iteration, and little learning. It will earn a low score.

OK vs. Not OK

- **OK:** Build context, run several prompts, point to course concepts, get a draft that reflects your ideas, verify and refine, submit and acknowledge your use of GenAI.
- **Not OK:** One prompt → copy → submit. Output that ignores your context or the course material.

What good AI use looks like:

- You build context before generating an output: who you are, what you know, goals, constraints, examples from your work, relevant course material(s).
- You iterate with follow-ups. You ask for alternatives, checks, and improvements.
- You align the result with the lab or lecture. You point the system to the exact ideas we covered.
- You verify facts and remove errors. You add citations when you use sources.
- You include an AI use statement, including AI model and what it was used for.

Each graded submission will ask you for:

- **Tools used:** e.g., ChatGPT, Claude, Gemini, Grok, etc.
- **Key prompts (including context)**

Copyright Notice

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Microsoft Office (free to UConn students) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

NOTE: This course has NOT been designed for use with mobile devices.

Help

This course is facilitated online using the learning management platform, HuskyCT. The IT Knowledge Base provides students with support, troubleshooting, and how-to information about HuskyCT. The IT Knowledge Base includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the Technology Support Center. You also have 24x7 Course Support outside of business hours, including access to live chat, phone, and support documents.

Technical and Academic Help provides a guide to frequently asked questions for online students that may be helpful to you as well.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Use Microsoft Word documents.
- Fill out and access assignments in HuskyCT.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's Student Evaluation of Teaching (SET), which is administered by the Office of Budget, Planning and Institutional Research (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Blackboard Materials Copyright Notice

The materials on the course web site are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained or further disseminated.
This course has NOT been designed for use with mobile devices.
Blackboard conforms to the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA: Blackboard's Accessibility Statement.

Resources/Policies

Academic Integrity

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with the expectations. In particular, make sure you have read the section that applies to you on Academic

Integrity. Students in this course are expected to maintain the highest standards of intellectual honesty. If you have any questions about what constitutes academic dishonesty (cheating or plagiarism), you should review UConn's code of conduct at http://community.uconn.edu/the-student-code-appendix-a/ and consult with the instructor PRIOR to taking any questionable actions.

Avoiding Plagiarism: As a student, it is your responsibility to avoid plagiarism and meet University expectations related to academic integrity. The University of Connecticut Library recommends the following resources for students to understand and avoid plagiarism:

- Understanding Plagiarism, a tutorial from UConn Library
- Citing Sources, a UConn guide to introduce citing MLA, APA styles and more
- Citation Machine, interactive citation tool for MLA and APA styles
- KnightCite, interactive citation tool for MLA, APA, and Chicago styles
- Assignment Calculator, interactive tool that provides a timeline for writing
- Research QuickStart, guidance on common questions and needs in the research process
- Research Now, guides to help you develop your research skills

Student Health and Wellness

The University of Connecticut strives to support the optimal well-being of all students. Student Health and Wellness (ShaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or https://studenthealth.uconn.edu/ for services or questions.

Accommodations for Illness or Extended Absences

If illness prevents you from participating in class, it is your responsibility to notify your instructor as soon as possible. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information. To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.