University of South Florida Sarasota-Manatee
Course Syllabus, Spring 2015; Online Delivery

REL 3043 Sec. 521  Major Texts

Instructor: Ms. Theresa Gilbertson
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In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USFSM, College, and department websites, emails, and MoBull messages for important general information. Please complete the honor/honesty pledge attached to the last page and return ASAP. You cannot pass this class without a completed form on file.

Course Description: This is an online course, including online delivery of presentations, lectures, discussions, blogs, and videos. The course provides an introduction to the study of some of the foundational texts of selected religious traditions by focusing on reading and interpretative strategies in order to understand the central beliefs and practices presented in these texts. There are three weeks of mandatory online attendance. Weeks one (Jan 5-9), seven (Feb. 16-20), and fifteen (April 13-17) require you to attend a live session. The week fifteen session will include two possible week fourteen opportunities in addition to the multiple sessions that will be offered during week 15. Week one (Jan. 5-9) a session will be offered from 9-10:30 AM on Monday, as well as on Wednesday night from 6 to 7:30 PM and on Friday morning from 10-11:30 AM. Choose any one of the above day/times to attend and not be dropped from the course. IF NONE OF THESE DATES AND TIMES WORK WITH YOUR SCHEDULE, LET ME KNOW IMMEDIATELY SO THAT I CAN ADD A SESSION.


(Instead of the two volumes above, you are welcome to use the 2011 single anthology that contains both of the original books)


Stories from Ancient Canaan, by Coogan, M.D., Westminster Press, 1978

Textual Sources for the Study of Zoroastrianism, by Mary Boyce, University of Chicago Press, 1990
A modern translation of the Bible (The Oxford Annotated Bible and / or the Jerusalem Bible are especially recommended but not required)

**Course Objectives:** This course is an exploration into the roots of Judaism, Christianity, and Islam as each of these faiths is founded on many of the ideas that were first written in these earlier belief systems. It is the culmination of the syncretism of these ideas that will be the basis for research topics in this course. Online discussions, lectures, readings, and subsequent written assignments (précis, blogs, and research paper) will draw out major theoretical and analytical frameworks from which to consider the multi-cultural ideas that we know through the theoretical framework of modern-day religions. In addition to the text, there will outside readings from peer-reviewed journal articles based on a narrative or “myth” that each of you will have as your "special focus." No two students will have the same "special focus" for the semester. Assignments include blogs, discussion threads, weekly précis assignments, presentations (power points and video clips), as well as Elluminate Live! online live discussions. Each student will be responsible for one research paper that will deal specifically with each of your "special focus" areas and this final assignment will be constructed throughout the semester as you draw from each weekly assignment towards your greater goal.

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

a. understand the historical and cultural contexts from which these texts emerged;

b. be able to analyze the common characteristics as well as unique elements these earliest religious texts;

c. demonstrate their understanding of how ancient history and religious traditions of various people are manifest in modern religious traditions ; and

d. construct an APA style research paper based on weekly readings and coinciding précis, blogs, and discussions.

In addition to the texts, each student is required to access your USF e-mail account in order to fulfill the commitments of this course. Accounts are provided free of charge through the university. All e-mail from me will be through Canvas, so if you choose to use another e-mail account, you are responsible for setting up a proxy to re-route the mail sent to your USF account. Failure to do so may have a negative affect on your course grade, since you may miss homework updates sent via e-mail. All of the coursework is available on Canvas, an on-line course access program.

**Course Requirements:** Your effort required for this course will consist of successfully completing 6 segments as follows:

1. Weekly précis (6wks X 20pts) 120
2. Annotated Bibliography 80
3. Research Presentation. 25
4. Research/Analytical Paper 200
5. Bb discussions (15wks X 5pts) 75
6. Blogs (5wks X 25 pts) 125

**Total:** 625
Unit Tests: I have decided to eliminate unit tests for this course, but this means that the daily demands on each student will be greater.

Canvas Use: The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course). Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Plagiarism Software: The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Quizzes: I have chosen not to include quizzes in this course.

Weekly Précis: There will be a two-page weekly response paper OR blog due by Monday at midnight for 13 of the semester weeks. These response papers and blogs should demonstrate your critical thinking as regards the weekly reading assignments. A guide to critical thinking is posted in Files in Canvas. Both papers and blogs need to employ correct spelling, punctuation, and grammar. All assignments need proper citation, according to APA writing style guidelines. Links to style guidelines are on an announcement in Canvas and below under “Analytical Papers.”

Presentations: You will be responsible for one media presentation (PowerPoint or Windows Media Player). Topics will be collaborated with the instructor early in the semester and some examples will be discussed in the first on-line presentation and then posted in the announcement section of Canvas. Your presentations will be uploaded through Assignments in Canvas and each of you will launch and present your work during an Elluminate Live session toward the end of the semester between weeks 14 and 15. All presentations should be in the range of 10 to 12 minutes. A longer or shorter presentation will be penalized points per minute under or over the time range allowed.

Research/Analytical Papers: You will write one (1) 2,500 to 3,000--word research paper. Papers must be fully cited and follow the current guidelines for APA style. If you are not already familiar with a
writing style, either get yourself a guideline out of the library, or become familiar with
the style by reading the guidelines online at the On-line Writing Laboratory (OWL) at
Purdue University http://owl.english.purdue.edu/owl/resource/560/01/
No .com or .net sources should be used; no Wikipedia or similar sites either! The
minimum number of scholarly sources for this assignment is 12! This assignment
needs to be uploaded through the Turnitin.com link in Assignments in Canvas.

There is also an Annotated Bibliography assigned for this semester. It should include
annotations on eight (8) articles from peer-reviewed journals. These articles, together
with a minimum of four additional scholarly sources (books or articles), form the basis
for the final research paper as well as the presentation you will be sharing with your
peers. Here is a link to the On-line Writing Laboratory (OWL) at Purdue University site
on Annotated Bibliographies.
http://owl.english.purdue.edu/owl/resource/614/01/
There is also a grading rubric posted in Corse Documents this assignment; be sure to
check out the rubric prior to submitting your annotated bibliography!

Grading:
All assignments will receive a numerical grade. Final letter grades will be determined on
an accumulated percentile basis, in accordance with the customary scale used in
B- (520-570) C+ (507-519) C (481-506) C- (455-480) D+ (442-454) D (416-441) D-
(390-415) F anything under 390! Opportunity for extra credit will not be offered.

Last day to drop without penalty: Friday, January 9!

Make-up tests, Late Submissions, and Incompletes: You are expected to complete all
assignments on time. Falling behind hinders the process of learning. For this reason, I
have instituted certain policies designed to encourage the timely completion of
assignments, and to discourage the taking of makeups for inappropriate reasons.
The class presentations will be an integral component of class activities. Therefore, if you
cannot deliver a presentation on the assigned date, the grade for your makeup
presentation shall be penalized by one letter grade, regardless of reason.
Research papers must be submitted by the due date indicated in the syllabus. Papers that
are submitted late will be penalized one letter grade per day, regardless of reason.
Weekly responses (précis) are due via links in Assignments or blog no later than
midnight each Monday. I expect 6 blog participations and 7 response papers in your
choice of order (although there is no blog option for week one). All should contain
information pertinent to the “Reading Critically” guidelines posted in course documents.
Late weekly précis get a zero grade, regardless of reason for their latency.

A grade of Incomplete (I) will be awarded only if at least one-half of your required work
has been completed with a cumulative passing grade.

USF Sarasota-Manatee Policies and Procedures
Sarasota-Manatee is a tobacco-free, smoke-free campus. Confine your smoking to inside your vehicle, as that is the only place you can smoke without being fined.

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Interim Disability Coordinator is Dr. David Owens (941) 359-4714; disabilityservices@sar.usf.edu or see http://www.usfsm.edu/students/disability/

Counseling and Wellness Center Services
The Counseling and Wellness Center is a confidential resource where a student can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Students can receive assistance in confidence. This confidential resource can help students without having to report their situation to either the Office of Student Rights and Responsibilities (OSRR) or the Office of Diversity, Inclusion, and the Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations to an instructor personally, he/she is required to report it to OSRR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore, it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.

January 5-9: First week. I will launch a Blackboard Collaborate session on Monday morning, Jan 5, at 9 a.m. If you cannot make it to the morning session, look at the matrix of offerings that has already been e-mailed to all and choose one to attend. The session should take between 60 and 90 minutes. This session will introduce you to all of the technologies we will be using, demonstrate accessing books and scholarly journal
articles, and introduce a range of topics to choose from for your final research paper and presentation. If you add late, you must contact me immediately and arrange to have a one-on-one Blackboard Collaborate session during the week that you have added. First week. General discussion of what is expected of the students during the next 16 weeks. PowerPoint presentation. Absent students will be marked for drop in the roster, but if you do not plan to attend and do the work, please drop immediately so that students who want to earn a grade in this course might be able to do so. If you miss any of the three mandatory online weeks, the best you can do in this class would be a grade of Incomplete! Homework: Pritchard, Vol. I or single anthology, Section 1, “The Memphite Theology” and Section 2, “The Creation Epic” (Enuma elish) and from Pritchard, Vol. II or the single anthology, "The Creation Epic: Addition to Tablet V" and “A Babylonian Theogony.” Write a two-page “icebreaker” relating any prior knowledge or understanding that you have in regards to the narratives/myths that are dealt with in these ancient stories. Upload the précis through the week one assignment link in Canvas by midnight of Monday, Jan. 12. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the stories assigned and be sure to look for two (2) CRQs of peers to which you will reply.

January 12-16: I will login through a Blackboard Collaborate at a time to be determined by requests to launch a presentation for the week and to answer any questions live, for those who find it convenient to attend. I will also announce in this a Blackboard Collaborate session additional dates and times for live a Blackboard Collaborate sessions, based on student suggestions/requests. The presentation this week will include a list of potential topics for research, but some of you may want to e-mail me with your ideas for research topics so that I may accommodate as many of you as possible. I am also hoping that some of you recognized the similarities and differences in the creation myths of last week with those in either the Bible or the Quran. More of this will be discussed. Homework: Read Coogan, Stories from Ancient Canaan, and Pritchard, Vol. I, Section IV, "Poems about Baal & Anath" and "The Tale of Aqhat." Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from both this book and whatever you can relate to something that you already know from practicing or studying any religious tradition. Either a blog or précis is due by midnight on Monday, Jan. 19. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the readings assigned and be sure to look for two (2) CRQs of peers to which you will reply.

January 19-23: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Read Mason, Gilgamesh. Also read The Epic of Gilgamesh as translated by Speiser in the Pritchard anthology. Both of these interpretations should be compared to the story found in Genesis, 2:4b - 9:28. Next, either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from both this book and Pritchard’s interpretation read the previous week. Either a blog or précis is due by midnight on Monday, Jan. 26. You also
need to go to the discussion board and construct a critical reading question (CRQ) based on one of the readings assigned and be sure to look for two (2) CRQs of peers to which you will reply.

**January 26-January 30:** Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** In Pritchard, read from Section II, “Descent of Ishtar to the Nether World” and “The Legend of Sargon” and both Hittite myths in Section III, “The Telepinus Myth” and “El, Ashertu, and the Storm-god.” Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Is anything familiar here? Either the précis or the blog should incorporate knowledge from each of these sources. Either is due by midnight on Monday, Feb. 2. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the readings assigned and be sure to look for two (2) CRQs of peers to which you will reply.

**February 2-6:** Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** Start the book, *Textual Sources for the Study of Zoroastrainism*, Introduction through section 3, page 60. Either the précis or the blog should incorporate knowledge from all three of these sections. Again, think about what from the readings might already be familiar to you. Either the précis or blog is due by midnight on Monday, Feb. 9. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the sections assigned and be sure to look for two (2) CRQs of peers to which you will reply.

**February 9-13:** Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** Continue the book, *Textual Sources for the Study of Zoroastrainism*, Section 4 through section 7, page 94. This is a relatively short reading, but the material is deep. Think about what you might already know from your own tradition. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of the sections. Either is due by midnight on Monday, Feb. 16. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the sections assigned and be sure to look for two (2) CRQs of peers to which you will reply.

**February 16-20:** Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. **THIS IS THE SECOND WEEK OF MANDATORY SESSIONS. THIS SESSION WILL HELP YOU WITH YOUR ANNOTATED BIBLIOGRAPHY IN PREPARATION FOR THE FINAL RESEARCH PAPER.** There will also be a discussion of the readings and a PowerPoint presentation. **Homework:** Finish the book, *Textual Sources for the Study of Zoroastrainism*, Section 8 through section 11, page 157. Either write a two-page précis OR look for the blog option in Canvas that coincides with this
assignment. Either the précis or the blog should incorporate knowledge from all of these sections. Either is due by midnight on Monday, Feb. 23. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the four sections assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

February 23-27: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Pritchard, read all of the Egyptian Historical Texts. Pay special attention to “The Expulsion of the Hyksos.” Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by midnight on Monday, March 2. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

March 2-6: Spring Break! No sessions this week unless a special request from a student. If you want help with research on your specific topic, be sure and contact me by March 8! Sorry… there is Homework: Pritchard, read all of the Assyrian and Babylonian Historical Texts. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by midnight on Monday, March 9. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the assigned articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

March 9-13: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Pritchard, read "Man and His God: A Sumerian Variation of the "Job Motif," “The Babylonian Theodicy,” and "Ludlul Bel Nemequ, 'I Will Prasie the Lord of Wisdom'" from the Didactic and Wisdom Literature section. Also, read The Book of Job from the Bible. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from as many of these sources as applicable. Either is due by midnight on Monday, March 16. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

March 16-20: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Look for three articles in peer-reviewed journals that coincide with your research topic. Either write a two-page précis OR look for the blog option in Canvas that coincides with your research topic. Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by midnight on Monday, March 23. You also need to go to the
discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.
Pritchard, read all of the Oracles and Prophecies.

March 23-27: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** Look for three articles in peer-reviewed journals that coincide with your research topic. *Instead of a two-page précis, the Annotated Bibliography is due by midnight on Friday, March 27th.* You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

March 30- April 3: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and launching of student presentations begin with this class. **Homework:** Pritchard, read all of the Oracles and Prophecies. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. If you have done all of the weekly assignments to-date, this is your 12th and final précis or blog (you should have 6 of each). Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by midnight on Monday, April 6. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

April 6-10: Date of a Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. We will talk about the variety of delivery systems throughout the semester so this should be no surprise by now. **Homework:** If you missed any one précis or blog, you may write on three journal articles or books that you are using for the final research paper. If you need a blog, you need to find the media to relate to your readings and give me the web address (url) so I can find the media you used. Finish your Research and work on the final paper. It is due week after next! You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply.

April 13-17: Date of Blackboard Collaborate sessions will follow the same schedule as week one plus times/days to be determined by student requests. **Remember, this is the third mandatory week of attendance in a live online session, required to earn a grade in this course!** All sessions will be student presentations, each lasting between 10 and 12 minutes. Submit your final APA-style research paper through the Turnitin.com link provided in Canvas by Wednesday, April 22nd, by midnight. **Homework:** You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your peers’ research
from the posted presentations, and be sure to look for two (2) CRQs of peers to which you will reply. Study for the finals in your other classes!

**April 20-24:** There will be a Monday session available at a time determined by student requests. This session will be specifically to go over APA style, thesis statements, and source choices for those with last minute questions before the final papers are due. This Wednesday by midnight, April 22\textsuperscript{nd}, your final papers are due. Remember, APA style calls for a cover page, cover and body headers, 1” margins all around, space before and after the line in paragraph setup set to zero (0) and double spacing throughout, including references.

**April 27-May 1:** Final’s week. *No final for the class.* I will get the graded research papers back to you as quickly as possible.
Complete and return the Honor Pledge below by noon on Saturday, January 10, and attend a session between January 5-9 in order to satisfy the mandatory first day class attendance on the Canvas roster and not be dropped from the course!

Honor Pledge, Spring Semester, 2015

Theresa Gilbertson
USF Sarasota-Manatee C 264
Phone: 941-359-4485

In support of the University of South Florida's standards of excellence, honesty, integrity, and academic accountability, I pledge, on my honor, to conduct myself at all times in accordance with university rules that prohibit cheating, plagiarism, or any other form of academic dishonesty.

As members of an academic community, in the spirit of self-motivated and self-disciplined learning, we must take greater personal responsibility for our actions and will not tolerate individual or collective inappropriate academic behaviors.

I understand that students and faculty have an ethical responsibility to ensure that the content of student work is original or cites appropriate sources for all programs at the university.

I further understand that it is my responsibility to inquire of my instructors if I have any question as to how to authenticate any information that I include in work I submit as a course assignment.

I am aware that sanctions may be imposed at the discretion of my instructors and/or through the university's Judicial Affairs system for a violation of principles outlined in this statement, including:
- Refusal to accept the work.
- Failure of a specific assignment.
- Failure in the course.
- Expulsion from the university.

My signature on this document is an acknowledgement that I have read the syllabus and understand what I will need to do to excel this semester and that I have read and understand this honor pledge and agree to abide by the terms of this agreement throughout my academic career at the University of South Florida.

Signature: _______________________________________

Username: _____________________@ mail.usf.edu

Printed name: ________________________________