



COLA 100LA, Sec. 1004
First Year Seminar:
Science Fiction and Philosophy
Fall 2019
MW 1pm-2:15pm
WRI C237

Professor: James Woodbridge

Email: james.woodbridge@unlv.edu

Course Webpage: WebCampus

and at <http://jwood.faculty.unlv.edu/unlv/COLA100LAF19syl.pdf>

Office Hours: M 2:30pm-4pm, T 12:30pm-2pm, and by appointment

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Course Description:

This course is an introduction to philosophy with the specific long-term goal of helping you be a successful college student. To achieve this goal we will cover skills and information related to success in college, in the context of exploring some central philosophical issues, as they get raised in various works of science fiction. Science fiction (sci-fi) provides an accessible, informal platform for asking and attempting to answer certain questions that philosophy investigates in a more systematic way. In fact, philosophers throughout history have often considered “sci-fi-like” scenarios (sometimes called “thought-experiments”) to lay out the issues they investigate. We will consider some interesting questions raised in various works of sci-fi, determine their philosophical underpinnings, and examine how various philosophers have investigated those underlying issues. Some of the questions we will consider include: Could the world around you just be an elaborate computer simulation? (What can you know about the world outside of your mind?) If my memories and consciousness were uploaded into a computer or a robot when my body died, would the result still be me? (What makes me the particular individual that I am?) Could a very sophisticated robot or android count as a genuine person? (What are the criteria for personhood?) Should we punish someone for a crime he has not yet committed but is predetermined to commit in the future? (Do we have free will, and how does this issue relate to morality?) Would the morality of an alien species still be right-for-them if it conflicted with ours? (Are there universal moral principles?) Would it be unjust for an advanced alien species to come here and dictate how we are to live? (What responsibilities do the powerful have to the less powerful?) How do the reactions we might have to alien (or long-isolated human) societies—and that they might have to us—reveal problems with our own society? (Where do we manifest racism, patriarchy, and other forms of oppression?) What sort of life can someone have in a corporatized, resource-poor, dystopian setting? (What aspects of current society might threaten our future, and how might we resist them?)

A primary objective of this course is to introduce students to college life at UNLV. In the process, you will become familiar with the resources the university provides as well as the learning goals expected of all undergraduate students. The course will also promote the acquisition of critical thinking and study skills, as well as accessing and evaluating information from a variety of sources. Finally, emphasis will be placed on the importance of preparing yourself to function in a diverse world, as well as becoming an ethical and engaged citizen. As such, this course serves as preparation for both your academic career at UNLV and your future professional goals.

Course Goals: This course will introduce you to each of the University Undergraduate Learning Outcomes, skills and information related to college success, along with the general nature of philosophical thought and its basic methods and goals, by introducing classic philosophical questions through the format of science fiction.

University Undergraduate Learning Outcomes (UULOs):

1. **Intellectual Breadth and Life-Long Learning** - Integrate differing perspectives of the natural sciences, social sciences, humanities and fine arts, and develop skills and desire for life-long learning.
2. **Inquiry and Critical Thinking** - Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.
3. **Communication** - Communicate effectively in written, spoken, visual, and digital modes.
4. **Global/Multicultural** - Develop knowledge of global and multicultural societies and an awareness of one's place in and effect on them.
5. **Citizenship and Ethics** - Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one's personal and professional life.

Other Learning Outcomes:

6. **An overview of UNLV and the resources available to students**
7. **College success skills including how to study and manage your time effectively**

Course-Specific Learning Goals. By the end of the course you should be able to:

8. Define philosophical terms, concepts, and theories introduced in the course (UULOs: 1, 3).
9. Explain the major theoretical approaches in ethics and the challenges each faces (UULOs: 1, 2, 3, 5).
10. Recognize presuppositions/assumptions underlying a view or presented scenario (UULOs: 1, 2, 4, 5).
11. Formulate, defend, and critique arguments and theoretical positions (UULOs: 1, 2, 3—possibly 5).
12. Think critically about difficult and abstract issues (UULOs: 1, 2—possibly 5).

Required Textbooks (Available at the UNLV Bookstore):

Cuseo, J.; Thompson, A.; Campagna, M.; and Fecas, V. *Thriving in College and Beyond: Research-Based Strategies for Academic Success and Personal Development*. Fourth Edition. Dubuque: Kendall Hunt Publishing, 2016
Nagel, T. *What Does it All Mean?* New York: Oxford University Press, 1987
Perry, J. *A Dialogue on Personal Identity and Immortality*. Indianapolis: Hackett Publishing, 1978

You will also be required to read around **30 science-fiction short stories (labeled '[SF]')**, along with several **philosophy selections (labeled '[PH]')**, which will be made available through WebCampus.

In addition, you will be required to watch a few **science fiction movies**, as well as several **episodes of *Star Trek***, from The Original Series (*TOS*), The Next Generation (*TNG*), and Deep Space Nine (*DS9*). The movies will be set up to stream via WebCampus. The *Star Trek* episodes will be available via the course Netflix account, which I will activate in September.

Attendance Policy:

You must attend class and engage in discussion of the material. There is such a thing as an excused absence (when verified with me); if you know in advance that you will have to miss class for a legitimate reason (this does not include work—you must schedule work around school), email me to let me know what is happening. More than two **unexcused** absences lowers your final course grade by one level (i.e., a B becomes a B-). More than 4 unexcused absences lowers your course grade by a full letter (i.e., a B becomes a C). More than 7 unexcused absences results in automatic failure of the course.

Missed Class(es):

If you miss a class, the **first** thing you need to do is **get notes** for that meeting from one of your classmates. Then, **after reviewing** the notes, come see me in office hours to discuss what you missed.

Special Materials Needed:

You need access to the Internet, in order to get the majority of the course readings and to stream the video assignments for the course.

Assignments, Projects, WebCampus Posts and Class Contributions

You must satisfactorily complete all of the class assignments in order to pass the course.

Class Participation (UULOs: 1, 3)

You are expected to attend every class, to have read and watched everything assigned for each meeting before that meeting, to have written down some notes about what you read and watched, and to be ready to discuss the material—by asking questions, answering other students' questions, making observations or suggestions, etc. This still applies when there is also an assignment you must turn in for the class. Everyone should contribute to the discussion of the material in every class meeting.

College Success Activities (UULOs: 1, 3)

Throughout the term, mostly in the beginning, there will be a number of Activities you will engage in and verify, pertaining to chapters of *Thriving in College and Beyond*, as well as learning about other UNLV resources.

WebCampus Journal Entries (UULOs: 2, 3—sometimes 4, 5)

Nearly every week you will need to make an entry to the journal section of your WebCampus page for the course. These entries will involve your reactions to, explanation and discussion of, and relating together some of the assigned readings or viewings. Each entry should be at 500-600 words. The focus is more on content than writing niceties.

Essays: Drafts and Rewrites (UULOs: 2, 3—sometimes 4, 5)

You will write two 4-5 page (1200-1500 word) Essays during the term, both of which you will initially submit as a First (but **complete**) Draft and then revise in light of my comments (and advice from the Writing Center) to submit as a Rewrite. The First Essay Draft is due by **3pm on Sunday, Oct. 6th**, with the Rewrite due by **noon on Friday, Oct. 25th**. The Second Essay Draft is due by **noon on Wednesday, Nov. 13th**, with the Rewrite due by **noon on Friday, Dec. 6th**.

Class Group Presentation (UULOs: 1, 2, 3—possibly 4, 5)

Starting in mid-November, most class meetings will include a student group presentation. In these presentations, a 4-student group will introduce and summarize two different works of science fiction (a short story, novel, film, or TV-show)—outside of the works assigned for the class—raising a shared philosophical issue, explain the issue, introduce and explain the views of some philosopher (one who has not been assigned for the class) on that issue, and explain how the issue is covered in the sci-fi works. Each presentation should be 30 minutes long and include some sort of visual aide (e.g., power-point, drawn posters). Each group must also submit a **1200-1500 word** write up of their presentation.

Final Exam (UULOs: 1, 2, 3, 5)

At **1pm on Monday, Dec. 9, 2019**, in our regular classroom, we will have a timed, in-class, closed book **Final Exam** for the course. The exam will consist of some sort answer questions and some essay questions, pertaining to the course materials and the lectures and discussions about them.

Grade Breakdown:

Class Participation =	100 Points
College Success Activities =	150 Points (10 each)
WebCampus Journal Entries =	250 Points (25 each)
Essays =	500 Points (250 each)
Class Presentation =	200 Points
Final Exam =	300 Points

Total Points for Course = 1500.

Grade Ranges	A: 1390-1500	B+: 1300-1344	B: 1240-1299	C+: 1150-1194	C: 1090-1149	D+: 1000-1039	D: 940-999	F: 0-894
	A-: 1345-1389	B-: 1195-1239	C-: 1040-1089	D-: 895-939				

Individual Study

For this course, students are expected to engage in at least *five hours* per week of individual study outside the classroom (e.g., reading, writing, reviewing, researching, class preparation).

Class Schedule

The instructor reserves the right to amend this schedule. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.

Week	Date	Class Topic	Readings	Assignment
1	Aug. 26	Introduction to class, syllabus, and WebCampus	N/A	N/A
	Aug. 28	Student Engagement presentation Touching All the Bases—The “Big Picture” Success strategies Campus Resources Self-Awareness Philosophy, thought experiments, and science fiction	Introduction and Ch. 1, <i>Thriving in College and Beyond</i> [TICAB] “Message to My Freshman Students” by Keith Parsons “On the Study of Philosophy” by J. Perry and M. Bratman [PH] Watch Appiah, “What Does a Philosopher Do?” [PH]	College Success Activity 1: Email your professor to schedule a visit. College Success Activity 2: Do and submit the Exercises at the end of TICAB, Ch. 1 (pp. 24-26).
2	Sep. 2	Labor Day—No Class! (But do the reading and problems assigned.) What is a Liberal Arts Education? Critical Thinking and Reasoning	Ch. 2, TICAB Ch. 8, TICAB (esp. pp. 185-90) “Critical Thinking: A Very Short Introduction” [Ch. 8, of <i>Achieving Success</i>], by Ian Dove	College Success Activity 3: Do the Exercises at the end of TICAB, Ch. 2 (pp. 51-55) (turn in on Wed 9/4). College Success Activity 4: Practice Problems from <i>Achieving Success</i> , Ch. 8 (turn in Wed).
	Sep. 4	Arguments and critical thinking Appearance and Reality What can we be sure of?	“The Allegory of the Cave” from <i>The Republic</i> by Plato [PH] “The Electric Ant” by Philip K. Dick [SF]	Journal Entry #1: Discuss parallels between the Plato piece and the PKD story.
3	Sep. 9	Academic Success Center presentation Time Management Belief and knowledge	Chs. 4 and 5, TICAB Ch. 2 of Nagel [PH] “Appearance and Reality” by Bertrand Russell [PH]	College Success Activity 5: complete the Exercises and Time-Management Plan from TICAB, Chs. 4 and 5. College Success Activity 6: come to my office hours by Friday 9/13.
	Sep. 11	Knowledge of the world beyond experience Skepticism	Ch. 6, TICAB “Brain in a Vat” by Jonathan Pollock [SF] Watch <i>The Matrix</i> [SF]	College Success Activity 7: visit another of your professors by 9/18 to discuss his/her course. Get the visit certified.
4	Sep. 16	Skepticism and solipsism Could we be living in a simulation? Would it be a bad thing if we were?	“They” by Robert Heinlein [SF] “Meditations I and II” by Rene Descartes [PH] “The Existence of Matter” by Bertrand Russell [PH] “The Experience Machine” by Robert Nozick [PH] Watch <i>Star Trek TNG</i> , “Ship in a Bottle” [S6:Ep12] [SF]	Journal Entry #2: Take one new [SF] work and one new [PH] reading assigned 9/9-9/16, and discuss why there is a problem about knowledge.

	Sep. 18	<p>What am I? A mind (soul)? A body?</p> <p>Could I continue to exist after death?</p> <p>Surviving and Thriving in College: Panel & Mixer</p>	<p>"The Meeting" by F. Pohl and C.M. Kornbluth [SF]</p> <p>Ch. 4 of Nagel [PH]</p> <p>"The First Night" from <i>A Dialogue on Personal Identity and Immortality</i> by John Perry [PH]</p> <p>"Where am I?" by Daniel Dennett [SF]</p>	<p>College Success Activity 8: Learn about Financial Aid (download a FAFSA form) and scholarships. Turn in the first page of the FAFSA with just your name filled in, along with a list of scholarships you can apply for.</p>
5	Sep. 23	<p>Minds, Persons, and Identity across time</p>	<p>Ch. 7, <i>TICAB</i> (esp. pp. 160-9 top)</p> <p>"The Second Night" and "The Third Night" from the Perry book. [PH]</p> <p>Ch. 9 of Nagel [PH]</p> <p>"Learning to Be Me" by Greg Egan [SF]</p> <p>Watch <i>Star Trek TNG</i>, "Second Chances" [S6:Ep24] [SF]</p>	<p>Journal Entry #3: Pick one [SF] work and one [PH] reading assigned 9/18-9/23 and explain, discuss, and relate them</p> <p>College Success Activity 9: Complete Exercises 7.1-7.4 from <i>TICAB</i>, Ch. 7</p>
	Sep. 25	<p>Critical Essay Writing</p> <p>Writing Center visit</p> <p>What does it take to be a person?</p> <p>Could a robot or android count as a person?</p> <p>The Turing Test</p>	<p>"The Bicentennial Man" by Isaac Asimov [SF]</p> <p>"Turing Test" in <i>Wikipedia</i> [PH]</p> <p>Ch. 3 of Nagel [PH]</p> <p>Watch <i>Star Trek TNG</i>, "The Measure of a Man" [S2:Ep9] [SF]</p>	<p>Look for the topic choices for the First Essay by the end of the week. Start working on it immediately.</p>
6	Sep. 30	<p>Artificial intelligence (AI) and synthetic persons</p> <p>Against the Turing Test and the possibility of AI</p>	<p>"Evidence" from <i>I, Robot</i> by Isaac Asimov [SF]</p> <p>"Searle and the Chinese Room Argument: Parts I and II" Webpages by D. Anderson [PH]</p> <p>Watch <i>Ex Machina</i> [SF]</p>	<p>Journal Entry #4: Pick one [SF] work and one [PH] reading from 9/25-9/30 and explain, discuss, and relate them.</p> <p>Find a chatbot online and have a "conversation". Report a bizarre reply it gives you.</p>
	Oct. 2	<p>Free will, foreknowledge, and determinism</p>	<p>"The Minority Report" by Philip K. Dick [SF]</p> <p>Ch. 6 of Nagel [PH]</p>	<p>College Success Activity 10: Make an appointment to visit the Writing Center by 10/4 to discuss and revise your First Essay.</p>
7	Oct. 7	<p>Lied Library Visit</p> <p>What if determinism were true?</p>	<p>Ch. 3, <i>TICAB</i></p> <p>"What's Expected of Us" by Ted Chiang [SF]</p> <p>"Please Don't Tell Me How the Story Ends" by Thomas Davis [SF]</p>	<p>Submit First Essay via Turnitin through WebCampus by 3pm on Sun 10/6.</p> <p>College Success Activity 11: Do Ex. 3.1-3.6 from <i>TICAB</i></p>
	Oct. 9	<p>Why be moral? Does might make right?</p> <p>What is the basis of morality? Is morality based on religion?</p>	<p>"The Ring of Gyges," from <i>The Republic</i> by Plato [PH]</p> <p>Watch <i>The Invisible Man</i> (1933). [SF]</p> <p>Ch. 7 of Nagel [PH]</p> <p>"Does Morality Depend on Religion?" by James Rachels [PH]</p>	<p>Journal Entry #5: Pick one [SF] work and one [PH] reading from 10/2-10/9 and explain, discuss, and relate them.</p>

8	Oct. 14	Ethics: the right and the good Is morality subjective? Do the ends justify the means?	"Axiomatic" by Greg Egan [SF] Watch <i>Star Trek DS9</i> , "In the Pale Moonlight" [S6:Ep19] [SF]	College Success Activity 12: Visit the Writing Center by 10/24 to discuss revising your First Essay.
	Oct. 16	International Programs visit What conclusions should we draw about morality because of moral difference?	"The Monsters" by R. Sheckley [SF] "Cold-Blooded" by Margaret Atwood [SF] Watch <i>Star Trek: TOS</i> , "The Devil in the Dark" [S1:Ep25 (numbered 26 on Netflix)] [SF]	Work on your First Essay Rewrite, due via Turnitin.com on WebCampus by noon on Friday 10/25. College Success Activity 13: Search for and report on (to turn in on 10/21) two different Study Abroad programs that interest you.
9	Oct. 21	Is morality relative? Could there be general universal moral principles?	"Three Worlds Collide" by E. Yudkowsky [SF] "The Challenge of Cultural Relativism" by James Rachels [PH]	Journal Entry #6: Pick one [SF] work and one [PH] reading from 10/9-10/21 and explain, discuss, and relate them.
	Oct. 23	Could morality be a matter of purely rational duties? Do universal moral principles apply absolutely?	"Kant's Duty Ethics" Webpage by Jan Garret [PH] "The Cold Equations" by Tom Godwin [SF] Watch <i>Star Trek: TOS</i> , "Journey to Babel" [S2:Ep10] [SF]	Finish up your First Essay Rewrite, to submit via Turnitin on WebCampus by noon on Friday 10/25 .
10	Oct. 28	Wilson Advising Center visit Are there universal and absolute rights?	Ch. 11, <i>TICAB</i> "The Sharing of Flesh" by Poul Anderson [SF] Watch <i>Star Trek: TNG</i> , "Pen Pals" [S2:Ep15] [SF]	College Success Activity 14: Pick 3 possible majors from the UNLV Catalog and complete the form in Ex. 11.5 for each of them.
	Oct. 30	Are consequences what determine the morality of actions?	Ch. 1-2, <i>Utilitarianism</i> by J.S. Mill [PH] "The Ones who Walk Away from Omelas" by Ursula K. LeGuin [SF]	Journal Entry #7: Pick one [SF] work and one [PH] reading from 10/23-10/30 and explain, discuss, and relate them.
11	Nov. 4	Prejudice and oppression: Individual vs. Structural/Institutional Racism	Chap. 10, <i>TICAB</i> <i>The Racial Contract</i> , Intro and Ch. 1, by Charles Mills [PH] "Out of All Them Bright Stars" by Nancy Kress [SF] "The Space Traders" by Derrick Bell [SF]	College Success Activity 15: Do the Exercises from <i>TICAB</i> , Ch. 10. Work on Second Essay, due via email by noon Wednesday 11/13.
	Nov. 6	The Intersection visit Prejudice, oppression, and social construction	"The Uncompleted Argument: Du Bois and the Illusion of Race" by Kwame Anthony Appiah [PH] Watch <i>Star Trek: TOS</i> , "Let That Be Your Last Battlefield" [S3:Ep15] [SF]	
12	Nov. 11	Veterans Day—No class!	Watch <i>The Man in the High Castle</i> [S1:Ep1] [SF] Watch <i>Star Trek TNG</i> , "The Outcast" [S5:Ep17] [SF]	Journal Entry #8: Pick one [SF] work and one [PH] work from 11/4-11/11 to explain, discuss, and relate.

	Nov. 13	Society, gender roles, patriarchy Student presentations	"When it Changed" by Joanna Russ [SF] "Understanding Patriarchy" by bell hooks [PH] "The Metaphysics of Gender" by Elizabeth Barnes [PH]	Submit Second Essay through Turnitin.com on WebCampus by noon.
13	Nov. 18	Peer Educator from Jean Nidetch Women's Center "Let's Talk about Sex, Baby" Patriarchy, prejudice, and oppression	Watch <i>Steven Universe</i> clips "The World Well Lost" by Theodore Sturgeon [SF]	
	Nov. 20	Inequality and justice Student presentations	"Beggars in Spain" by Nancy Kress [SF] Ch. 8 of Nagel [PH] "Rawls Rules: Three post-war liberals strove to establish the meaning of freedom" [PH] "Libertarianism: Matriachry, Slavery, and Dystopia" by Susan Moller Okin [PH]	Suggested Lecture: "Black in White Space" by Prof. Elijah Anderson (Yale University) UNLV Forum Lecture on 11/21, 7:30pm in the Barrick Museum Auditorium.
14	Nov. 25	The limits of equality Student presentations	"Harrison Bergeron" by Kurt Vonnegut [SF] "Rawls's <i>A Theory of Justice</i> vs. Nozick's <i>Anarchy, State, and Utopia</i> ," Gaura Rader (Webpage) [PH]	Journal Entry #9: Pick one [SF] work and one [PH] reading from 11/13-11/25 and explain, discuss, and relate them.
	Nov. 27	YES, we have Class! Society, the environment, and resources Student presentations	"The Calorie Man" by Paolo Bacigalupi [SF] "The Tamarisk Hunter" by Paolo Bacigalupi [SF] "Aldo Leopold, Environmental Ethics, and the Land Ethic" by Michael Nelson [PH] "The Land Ethic" by J. Baird Callicott [PH]	
15	Dec. 2	Technology and society Student presentations	"The Machine Stops" by E.M. Forster [SF] "The Future of Humanity" by Nick Bostrom [PH] "Cultivating Humanity: Towards a Non-Humanist Ethics of Technology" by Peter-Paul Verbeek [PH]	Work on your Second Essay Rewrite, due via email by noon on Fri 12/6.
	Dec. 4	The Big Picture Student presentations	"The Last Question" by Isaac Asimov [SF] Ch. 10 of Nagel [PH]	Journal Entry #10: Pick one [SF] work and one [PH] reading from 11/27-12/4 and explain, discuss, and relate them.
16	Dec. 9	Final Exam at 1pm in our regular classroom.	Study your notes! Go over the readings! Form study groups!	Bring an Exambook! Bring an extra one for a classmate!

University of Nevada, Las Vegas Additional Information

Academic Misconduct -- Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes -- Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures serving the primary purpose of assigning a grade.

Classroom Conduct -- Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright -- The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) -- The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations -- The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses -- All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades -- The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources -- Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork -- Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail -- Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching -- The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center -- One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.