Natural Language Processing
CAI 6307

Section: 1XYZ (22668) [F2F Only]
Class Periods: T Periods 8-10 (3:00 PM – 6:00 PM)
Location: LIT 0101 and Zoom [see weekly Modules in Canvas]
Academic Term: Spring, 2025

Instructor:
Bonnie J Dorr, bonniejdorr@ufl.edu, 352-273-4045
Office Hours: Flipped classroom provides 2-3hrs of open interaction/QA time per week, in addition to messaging capabilities throughout each week (as specified in Week 1 Slides).

Teaching Assistant: Please contact through Canvas website
Jeremy Block, j.block@ufl.edu

Course Description
Students will learn about Natural Language Processing **research and theoretical foundations**, leveraging concepts from basic bag-of-words to advanced representations, applied to tasks like translation, extraction, and dialogue. It explores both classic and cutting-edge techniques, addressing challenges and recent proposals using symbolic, machine learning, generative models, and evaluation techniques. The course is designed for **doctoral students and thesis-track** Master's students pursuing NLP research.

Course Pre-Requisites / Co-Requisites
Prerequisite: Proficiency in programming (Python recommended) & familiarity with introductory machine learning or artificial intelligence is a plus.

Course Objectives
Students will:
- Learn advanced concepts and their application in natural language processing (NLP) through **weekly readings and assessments**, in preparation for a course project.
- Develop foundational knowledge of the most recent technologies and advances, including neural, attention-based, and transformer models, through instructor-produced **videos and quizzes** before each class period, coupled with in-class **discussion**.
- Gain **proficiency in multiple topical areas/applications**, e.g., text processing and n-grams, linguistic structure and analysis, semantics-driven applications, sequence labeling applications, sequence-to-sequence mappings, and techniques for evaluating NLP output.
- Learn how one **designs, critically assesses, and systematically evaluates** solutions for different NLP applications.
- Engage in a **team-driven project** chosen from a range of topics/applications, including:
  - Oral delivery of a **research project proposal** and **final research project.**
  - Oral **response to red teaming questions.**
  - Completion of a **final project paper** with literature review, algorithm design, experimentation, and assessment using sound metrics.

Although this course is face-to-face (F2F), students will have access to independently recorded lecture videos with notes, quizzes and assignments, and F2F Zoom recordings.

Materials and Supply Fees
There are no materials or supply fees for this course.

Relation to Program Outcomes (ABET):

Outcome	Coverage*
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	High
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	High
3. An ability to communicate effectively with a range of audiences	
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts	Medium
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies	High

Coverage is given as high, medium, or low. An empty box indicates that this outcome is not covered or assessed in the course.

Required Textbooks and Software
All readings are online and freely available:
- Title: *Speech and Language Processing* (third edition, advanced chapters)
- Author: Daniel Jurafsky and James Martin
- Date: 2024 (updated regularly at https://web.stanford.edu/~jurafsky/slp3/ed3book.pdf)
- Textbook is referred to as "SLP" in the Course Schedule below.
- *Note: One reading from slp2 on "Chunking" will be provided in Week 6 (see Canvas)*

Supplemental/Recommended Materials
Recommended online, selected readings (freely available):
- Proceedings of ACL, EMNLP, NAACL, for example: https://aclanthology.org/events/acl-2024/
- Association for the Advancement of Artificial Intelligence (AAAI): http://www.aaai.org/AITopics/pmwiki/pmwiki.php/AITopics/NaturalLanguage
- The second edition of *Natural Language Processing with Python* is published here: http://www.nltk.org/book/
- A primer on spaCy tool for NLP is published here: https://course.spacy.io/en
- NOTE: Optional Crossover CAP 4641 Projects might have additional readings.

Required Computer
UF student computing requirement: https://news.it.ufl.edu/education/student-computing-requirements-for-uf/

Course Schedule
Below is a general schedule for the semester. Please refer to the Canvas *Announcements* and *Modules* for final details about each topic, exact dates, and the specific schedule we implement this semester.

Theme/Weeks	Weeks	Topics	Readings, Assessments due
Introduction	**Weeks 0-1** **1/14**	Introduction, Motivation, Application examples, LLMs	Wk0 Slides/videos NLP and LLMs, Review syllabus **Quiz 0: due Wk1 (Thu 1/16, 11:59pm)** **Research Asst 1 out** (topic selection, research questions, teaming)
		Motivation, NLP Pipeline and Ambiguity. Research Project Planning Discussion (Asst 1).	Wk1 Slides/videos SLP, 2.1 (parts), 2.2 **Quiz 1: also due Wk 1 (Thu 1/16, 11:59pm)** *Complete CAI 6307 Team Formation Survey by Mon 1/20, 11:59pm (2.5pts toward Asst 1)*
Words and Corpora	**Weeks 2-3** **1/21, 1/28**	Word-level analysis of Corpora, Text Processing in Python. Research Project Planning Discussion (continued).	Wk2 Slides/videos SLP 2.3-2.7, spaCy 101; NLTK **Quiz 2: due Wk2 (Tue 1/21, 3pm)** **Research Asst 1 due Thu 1/23, 11:59pm** **Research Asst 2 out** (proposal slides, red team questions)
		N-gram Language Models. Research Proposal Planning (Asst 2).	Wk3 Slides/videos SLP 3.1, 3.2-3.5 (parts) **Quiz 3: due Wk3 (Tue 1/28, 3pm)**
Linguistic Structure	**Weeks 4-5** **2/4, 2/11**	Constituency Grammars, Parsing. Planning for Week 5-6 Proposal Presentations.	Wk4 Slides/videos SLP 18.1-2, 18.5 **Quiz 4: due Wk 4 (Tue 2/4, 3pm)** **Research Asst 2 due Thu 2/6, 11:59pm;** **Group A slides due to red-team, Fri 2/7, 11:59pm; Red-team Q due Mon 2/10 at 11:59pm.**
		Ambiguity, CKY, Dependency Parsing. ***Required: Research Presentations 1A (Proposals)***	Wk5 Slides/videos SLP 18.4, 18.6, 19.1-19.2 **Quiz 5: due Wk 5 (Tue 2/11, 3pm)** **Group B slides due to red-team, Fri 2/14, 11:59pm; Red-team Q due Mon 2/17 at 11:59pm.** **Research Asst 3 out** (paper outline, lit review, experimentation and analysis, scoping-future work)
Sequence Labeling	**Weeks 6-7** **2/18, 2/25**	Sequence Labeling for POS and NE. ***Required: Research Presentations 1B (Proposals)*** Prep for Experimentation, Analysis, Paper Writing (Asst 3).	Wk6 Slides/videos SLP, 17.1-17.3, 18.3 **Quiz 6: due Wk6 (Tue 2/18, 3pm)**
		Information Extraction, Chunking, HMMs, Viterbi, Conditional Random Fields; Python NLP/ML Tools. One-One's	Wk7 Slides/videos NLTK 0, 2, 7; SLP 17.4-17.5 SLP (ed 2) 13.5 "Chunking" (in Canvas) **Quiz 7: due Wk7 (Tue 2/25, 3pm)** **Research Asst 3 due Thu 2/27, 11:59pm**

Semantics I	Weeks 8-9 3/4, 3/11	Word Meaning, Vector Semantics, and Embeddings. Planning for Final Presentation/Paper (Asst 4). Finish One-One's.	Wk8 Slides/videos SLP, 6.1, 6.2, 6.3 **Quiz 8: due Wk8 (Tue 3/4, 3pm)** **Research Asst 4 Out (planning for final presentation and paper)**
[Spring Break: March 15-22]		Word Similarity: Cosine, Word2vec, TFIDF, Jaccard, Intro to Metrics: Precision, Recall, F-Measure. Planning for Final Presentation/Paper (cont).	Wk9 Slides/videos SLP, 6.4, 6.5, 6.8, 4.7 **Quiz 9: due Wk9 (Tue 3/11, 3pm)**
Semantics II	Weeks 10-11 3/25, 4/1	Semantic Role Labeling and multilingual projection. Applications research talk TBD. Planning for Week 11-12 Final Presentations.	SLP 21 **Quiz 10: due Wk10 (Tue 3/25, 3pm)** **Research Asst 4 due Thu 3/27, 11:59pm; Group A slides due to red-team Fri 3/28, 11:59pm; Red-team Q due Mon 3/31 at 11:59pm.**
		Contextualized embeddings. *Required: Research Presentations 2A (Final)*	SLP, 11.1, 11.2, 11.3 (parts) **Quiz 11: due Wk11 (Tue 4/1, 3pm)** **Checkpoint #1 out (final paper)** **Group B slides due to red-team Fri 4/4, 11:59pm; Red-team Q due Mon 4/7 at 11:59pm.**
Applications, Eval	Weeks 12-13 4/8, 4/15	Machine translation, Divergences, Encoder-Decoders, Start metrics (Bleu, ROUGE). Final Paper Discussion. *Required: Final Research Presentations 2B (Final)*	13.1-13.3 (parts), 9.1, 10.1 (parts), additional notes **Checkpoint #1 (0pts) due Tue 4/8 3pm** **Checkpoint #2 out (final paper)**
		Finish metrics. Possible Research Talk TBD. Final Research Paper Discussion.	SLP 13.6.1-13.6.2 and additional notes **Quiz 12: due Wk13 (Tue 4/15, 3pm)** **Checkpoint #2 (0pts) due Tue 4/15 3pm**
Final Meeting	Week 14 4/22 [last day]	Recap. Final Research Paper Discussion.	**Final Research Papers Due 4/24 11:59pm**

Important Dates:
- <u>Thu, 11:59pm</u> First two quizzes: 1/16 (Q0/Q1)
- <u>Tue, 3pm</u> Remaining 11 Quizzes: 1/21 (Q2), 1/28 (Q3), 2/4 (Q4), 2/11 (Q5), 2/18 (Q6), 2/25 (Q7), 3/4 (Q8), 3/11 (Q9), 3/25 (Q10), 4/1 (Q11), 4/15 (Q12).
- <u>Thu, 11:59pm</u> Research Assts: 1/23 (Asst1), 2/6 (Asst2), 2/20 (Asst3), 4/3 (Asst4)
  Note 1: Asst 1 has a single 2.5 point survey due Monday 1/20@11:59pm
  Note 2: There are two additional checkpoints (0 points): 4/8, 4/15
- <u>Thu, 11:59pm</u> Research Project - Proposal Presentations: 2/11 (Part Ia), 2/18 (Part Ib)
  Note: Red-team questions due @ 11:59pm, Mon 2/10, 2/17
- <u>Thu, 11:59pm</u> Research Project – Final Presentations: 4/1 (Part IIa), 4/8 (Part IIb)
  Note: Red-team questions are due @ 11:59pm, Mon 3/31, 4/7
- <u>Thu, 11:59pm</u> Final Research Papers: 4/24

Attendance Policy, Class Expectations, and Makeup Policy
Class time occurs in our assigned face-to-face classroom [F2F]: **Tues 3:00 PM – 6:00 PM EST (Periods**

8-10). If you're feeling unwell, please prioritize your recovery and stay home. A remote option with recorded face-to-face sessions (via Zoom) is available to support your learning.

Format: This course is taught as a "flipped classroom." All lectures are pre-recorded and delivered for viewing outside of the classroom in the form of 3-5 brief (5 to 15 min) video snippets per week. These videos are accompanied by required "quizzes" to solidify understanding of the lecture material. You are responsible for watching all videos (and taking all quizzes) by the next class period **at 3pm each Tuesday**, starting with those released on the first day of the semester.

Face-to-face class sessions ("F2F") will be recorded and focus on: (a) exploration of advanced concepts presented in the pre-recorded lecture; (b) discussion of the current week's material and review of assigned material; (c) identification of problems in a variety of application areas to be tackled in students' research projects; (d) presentation (and critique) of project proposals; (e) presentation (and critique) of project hypotheses, findings, outcomes, limitations, and conclusions. To be successful in this course, you are advised to attend class sessions to maximize the benefit of this unique flipped classroom opportunity. If you miss a class, refrain from emailing the professor or TAs to ask what was covered. Instead, refer to the videos and notes posted in Canvas or consult with your research team members for notes from the session.

Please avoid side conversations during class and focus your attention on the material being presented. In particular, during peer presentations, make a concerted effort to engage actively and demonstrate mutual respect by supporting others as you would during your own presentation. If you wish to comment on another student's question, kindly raise your hand (in person or via Zoom) to share your observations or follow-up questions with the entire class.

General Attendance: Minimally, attendance is **mandatory** for 6307 students during research project presentations (modulo necessary absence, e.g., due to illness). If you're unable to participate in your team's presentation, please notify the TAs and make every effort to join online for the 15–20 minute session (one in February, one in April). Additionally, please ensure that another team member is assigned as your proxy to cover your portion of the presentation.

Here are additional points of significance:
- You are responsible for all material covered during pre-recorded lectures and F2F discussions.
- Class attendance will **not** be taken. While in-person attendance is expected, it is not mandatory, except during research presentations.
- The 3-hour class time will be recorded (see the disclaimers and notice that follow).

Disclaimer #1: Zoom sessions are being held campus-wide to deliver courses and the demand for recorded materials is high. Thus, there may be delays completing the recording process. *I will post live classroom recordings as soon possible [under the corresponding Canvas Module]*. However, the way to ensure you see the classroom activities is to participate in the F2F classroom sessions.

Disclaimer #2: The Zoom platform records these sessions and I cannot guarantee they will not experience errors in the recording process. Please be aware that attending the live classroom sessions is always the best way to ensure you are able to view the complete content of the discussion. In addition, slides from all F2F sessions will be posted as a supplement to the classroom activities.

Notice: Classroom discussions are audio-visually recorded for students to reference later. By using a camera or profile image, or unmuting to speak, you consent to being recorded. To opt out, keep your camera off, avoid using a profile image, and remain muted. Public chat messages may also be recorded; for privacy, send messages directly to members of the instructional team (TAs and mentors). Note that

private chats may not always be addressed during the live session. As in all classes, unauthorized recording or sharing of course materials is strictly prohibited.

Excused absences: There are very few events that would impede your participation in a graded activity warranting an exception, that you would not be aware of before the start and throughout the multi-day duration of that activity (quizzes, exams 1 and 2 and project exams I and II). The Dean of Students Office (www.dso.ufl.edu) provides rules, guidance, and approval for excuse documentation. The instructor notification letter from the DSO must directly state that an "**absence has been excused**" and the letter must specify the dates of the entire multi-day duration of the assessment. If the letter does not state this, the student must provide documentation that meets UF's rules for an excused absence. Otherwise, the absence is not excused, and accommodations cannot be provided. (See https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext.)

Makeups or extensions: Makeups or extensions for graded class activities are provided given appropriate documentation is presented in a timely fashion (see above). However, keep in mind that flexibility is already built into the flipped classroom schedule, at least a full week is given for all assessments, to avoid the need for makeups or extensions. For example, required quizzes and research assignments may be done in a time period that you select within a multi-day window. Moreover, the lowest four quiz scores are dropped (more on this point below). This approach allows you to plan ahead and work on assessments within a timeframe that easily accommodates scheduling constraints.

Late Submission: All quizzes are due at 3pm the day of the lecture. There are absolutely no exceptions. We discuss solutions during the 3-6pm F2F session, so if the deadline is missed, the score for that quiz is zero. However, the bottom 4 quiz scores (out of 12 quizzes) are dropped for computing the final grade. If you are unable to finish a quiz in time because of an emergency, you still have lots of chances (8 quizzes) to contribute toward your quiz total. There is no makeup for quizzes due to this already very generous policy.

For **research assignments**: If you submit one day late, there will be a penalty of 50% on the graded work. For example, an assignment that is due on a Thursday at 11:59pm is **late** starting after 11:59pm Thursday (even if just one second late), and will be graded 50% off up until 11:59pm on Friday. No credit is awarded starting after 11:59pm Friday (even one second later).

Questions outside of class time: The instructional team (professor, TAs, and mentors) will set aside time for 1-2 Zoom meetings per team in a given semester, for private discussions that cannot be addressed during F2F sessions, such as finalizing the details of a team project proposal. For questions about concepts covered in F2F meetings or pre-recorded lectures, at least one hour of F2F class time each week is dedicated to group discussions. This reduces redundancy, effectively replacing traditional office hours, as many students often share similar questions. Please take full advantage of this unique flipped classroom format before reaching out for individual meetings about quizzes and assignments.

Evaluation of Grades
Assessments are scheduled within non-overlapping multi-day time windows. The "flipped classroom" format provides ample opportunities for interactive preparation, discussions for exams and projects, and reviewing highlights of graded submissions, including weekly quizzes. Below is the breakdown of total points and their contribution to the final grade:

Activity	Total Points	Final Grade Percentage
Total Quizzes (with videos)	32 *(drop four bottom quizzes)*	16%
Research Assignments (4)	48	24%
Project Proposal (1) *Project Presentation (1)* *Project Paper (1)*	30 40 50	15% 20% 25%
Total	**200**	**100%**

Both **Quizzes** and **Research Assignments** are electronically administered with a combination of automatic and hand-grading.

Videos and Quizzes: In the "flipped classroom" format, modules include video snippets paired with quizzes in Canvas *Quiz* format. These quizzes emphasize key video concepts to aid students in choosing research topics and preparing for research projects and presentations. Quizzes are untimed and open book, but only **one attempt allowed**, and **late submissions are not accepted**. Therefore, it is strongly recommended to watch the videos and review the associated PDF slides and transcripts before attempting the quiz. Quizzes must be completed **before** the following class session on Tuesday at 3 PM, when solutions will be reviewed. There are 12 quizzes, each worth 4 points. The lowest four quiz scores will be dropped, and the remaining eight (totaling 32 points) will account for **16% of your final grade**. Collaboration is not permitted for quizzes. All quizzes must be completed independently.

Research Assignments: These assignments help students stay on track with projects, proposals, presentations, and final papers. Using course materials from F2F sessions and Canvas modules, students will explore advanced concepts and techniques, including (but not limited to) syntactic and semantic processing with symbolic methods, machine learning, and generative models. While not permitted for quizzes, **collaboration may be allowed for certain portions of the Research Assignments—but not all**. Any permitted collaboration will be explicitly stated. If not otherwise indicated, assume all work must be your own, and ask for clarification if needed. Even when collaboration is allowed, you must submit research assignments independently. There are four research project assignments, each worth 6% of your final grade, totaling 24%.

When collaboration is not permitted, please keep in mind that this means sharing your work with others, or receiving shared work from others (i.e., "cheating"), is strictly prohibited. **THIS COURSE STRICTLY ENFORCES A ZERO-TOLERANCE POLICY ON CHEATING. In accordance with university policy, all instances of cheating will be reported to the Dean of Students' Office. through a violation report. Additionally, this course adopts CISE's recommended sanction: a grade of E in the course.**

Project Proposal, Presentation, Paper: Unlike the individual assessments described above, these collaborative assignments require teams of 4–5 students to explore advanced concepts, develop a proposal, and conduct implementation and/or experimentation. The proposal and presentation contribute 15% to the final grade, the project and presentation 20%, and the final paper 25%. The final paper will analyze the application's capabilities and limitations and suggest future research directions. Throughout the process of designing and implementing projects, students are expected to describe

and provide notes on literature (e.g., from ACL, EMNLP, or AAAI conference proceedings) related to their chosen application area. These notes can be integrated into the final paper, serving as a component of the 25% final grade for the project paper.

Grading Policy

The range used to calculate your final letter grade in our course will be no harsher than the grading scale provided in the table below. Your final point total will be calculated using the percentages given in the *Evaluation of Grades* section. The percent you earn on each activity will be multiplied by the grade points associated with that activity. More information on UF grading policy may be found at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grade Points	Letter Grade	Highest	Lowest
4.00	A	100+	92.00
3.67	A–	91.99	89.00
3.33	B+	88.99	86.00
3.00	B	85.99	82.00
2.67	B–	81.99	79.00
2.33	C+	78.99	76.00
2.00	C	75.99	72.00
1.67	C–	71.99	69.00
1.33	D+	68.99	66.00
1.00	D	65.99	62.00
0.67	D–	61.99	59.00
0.00	E	58.99	0.00

Re-Grades

All assessments are electronic and automatically graded, with a complete record of all attempts/saves, final answers, and the automatic grade that has been assigned. If you believe there is an error in a question or its possible answer or you notice a technology issue, it is important to bring this to the attention of the professor or TA so that it can be addressed. A question can be raised in class once an assessment is completed and discussed openly in the class period. The professor/TA will address this in a timely fashion. Re-grades typically impact the entire class. If an adjustment is made, it will be applied electronically in one fell swoop for the entire class.

Right to change information

Although every effort has been made to be complete and accurate, unforeseen circumstances arising during the semester may require adjustments. Consequently, given due notice to students, the instructor reserves the right to change any information on this syllabus or in other course materials.

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment
The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity

and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
• Your academic advisor or Undergraduate Coordinator
• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
• Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu
• Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html

Campus Resources:

Health and Wellness

U Matter, We Care:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: https://counseling.ufl.edu, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence
If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; https://career.ufl.edu.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:* https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.

On-Line Students Complaints*:* https://distance.ufl.edu/getting-help/; *https://distance.ufl.edu/state-authorization-status/#student-complaint*.