



CREOL, The College of Optics and Photonics

Syllabus updated on 13 Aug. 2019 for

Frontiers in Optics – OSE 4930.0001 – Fall 2019 – Class #87136 – 3 credit hrs.

Instructor: Dr. Stephen M. Kuebler	Term: Fall 2019
E-mail: kuebler@ucf.edu	Class days: Tues, Thurs
Phone: 407-823-3720	Class time: 6:00 pm - 7:30 pm
Office: Phys. Sci. Bldg, Room 347	Class location: CREOL 102
Office hours: By appointment as needed	Website: On WebCourses

Course Catalog Description

Introduction to recent advances in optics & photonics, to ethical issues, and to effective communication appropriate to the field of optics & photonics.

Prerequisites

Senior standing and either Introduction to Photonics (OSE 3052), Optics (PHY 4424), or Optical Engineering (EEL 4440).

Detailed Course Description

This course introduces the students to recent advances in optics and photonics. Students will read selected articles in technical magazines and journals (e.g., *J. Modn. Opt.*, *J. Opt. Soc. Amer.*, *Optics and Photonics News*, *Physics Today*, *IEEE Spectrum*, *IEEE Circuits & Devices*) and make seminar-like presentations to the class. Ethical issues associated with research and data management will be discussed and will be addressed in students' presentations. Students will also be introduced to effective communication techniques, as appropriate to the discipline.

Students will also hear presentations from experts in our field, to accompany selected readings and assignments, on the following topics.

- Communication techniques
- Library research methods
- The optics and photonics industry
- Professional preparation for a career in industry
- Entrepreneurship
- Professional ethics and responsibility
- Philosophical origins of science and the scientific method

At the conclusion of the semester, each student will have created a portfolio of writings and presentation materials that showcases their understanding of modern optics and photonics; communication skills; interdisciplinarity; professional ethics and responsibility; and how their technical field is connected with issues like manufacturability, sustainability, health and safety, and other economic, environmental, social, or political constraints.

Learning Outcomes and Measures

(As found in the Bachelor of Science in Photonic Science and Engineering program.)

Graduates have an ability to communicate effectively with a range of audiences.			
<i>Measure</i>	<i>Course and Faculty Outcome Results</i>	<i>Performance Criteria</i>	
Outcome: 3	3.1	OSE 4930 Frontiers of Optics and Photonics: A passing student must be able to demonstrate effective written communication for specified audiences using technical written communication modes, such as reports, publication, patents, or proposals.	90% of passing students are proficient or minimally proficient.
	3.2	OSE 4930 Frontiers of Optics and Photonics: A passing student must be able to demonstrate effective oral communication techniques for specified audiences, using conference presentations, posters, seminars, “elevator speeches”, or presentations without visual aids.	90% of passing students are proficient or minimally proficient.
Graduates have 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.			
<i>Measure</i>	<i>Course and Faculty Outcome Results</i>	<i>Performance Criteria</i>	
Outcome: 3	4.1	OSE 4930 Frontiers of Optics and Photonics: A passing student must be able to demonstrate knowledge of the ethical issues regarding publications and the peer review process, work credit sharing allocations, data management and reporting, citations and plagiarism.	100% of passing students are proficient or minimally proficient.
	4.2	OSE 4930 Frontiers of Optics and Photonics: A passing student must be able to recognize ethical and professional conduct by being well informed about global, economic, environmental and societal issues as an engineering solution is realized.	100% of passing students are proficient or minimally proficient.
Graduates have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.			
<i>Measure</i>	<i>Course and Faculty Outcome Results</i>	<i>Performance Criteria</i>	
Outcome: 7	7.2	OSE 4930 Frontiers of Optics and Photonics: A passing student must be able to demonstrate the ability to self-learn content beyond that taught in classroom instruction.	80% of students are proficient or minimally proficient.

Relationship of Course to ABET Criteria

ABET Criteria (Adopted 2019)	Level of Emphasis During Course (Low, Medium, High)
1. Graduates have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	Medium
2. Graduates have 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. Graduates have an ability to communicate effectively with a range of audiences.	High
4. Graduates have 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.	High
5. Graduates have 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.	High
6. Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	Medium
7. Graduates have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	High

Topics *(A detailed schedule with dates follows at the end of this document.)*

- Historical perspective of the field of Optics and Photonics
- Guide to publishing research
 - Refereed vs. non-refereed journals, books, proceedings, conference papers
 - Peer review process
 - Ethical issues
- Guide to the major journals in Optics and Photonics and journal quality measures
- What makes work publishable. Ethical issues. Data management and reporting
- Guide to effective communication in the field of optics and photonics:
 - Communicating appropriately and effectively with different audiences
 - Written communications: reports, publications, patents, proposals
 - Writing abstracts
 - Oral communication techniques: conference talks, posters, seminars, “elevator speeches”, talking without visual aids. Rubrics as guides to communication effectiveness
- Students’ projects: select topics, prepare literature reviews, present oral presentations on topics, write abstracts of presentations
- Intellectual property

WebCourses and Web Resources

This syllabus, other course materials, and assignments are available on WebCourses. All students are already enrolled in WebCourses. WebCourses is accessible from <https://my.ucf.edu/>. Many of the assignments require you to read materials that are available for download from WebCourses or elsewhere on the web. To be successful in this course, it is essential that you read these materials carefully and complete the corresponding assignments prior to each class period, per the assignment schedule below. Scores for all assignments and final grades in the course will be posted on WebCourses.

E-Mail Communication

The instructor will communicate with students frequently using e-mail. UCF requires faculty to communicate with students exclusively via their knights.ucf.edu accounts. Make sure that you check your knights account frequently. If you do not, you may miss important announcements regarding grades, exam content, etc.

University Writing Center

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit at the start of the semester and several times with drafts for review far enough before your due date to allow yourself time to revise after your consultation. Browse the writing resources on their website, and arrange a regular weekly appointment for longer-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on the UWC website. Walk-in consultations are also available. You can contact UWC staff at: Colbourn Hall, Room 105; Satellite Locations: Main Library, Rosen Library & Online; Tele: 407-823-2197; <http://uwc.ucf.edu>.

Assessment and Grading

Scores earned for the various assignments will be weighted per Table 1 and summed to obtain an overall course score. The final letter grade for the course will be determined according to Table 2. Scores and grades will not be rounded under any circumstances. Grades for all assignments will be posted on WebCourses. Further information on assignments follows below.

Table 1. Weighting of assignments.

	<i>Component</i>	<i>Weighting</i>
1	Participation in class (attendance and preparedness via outside reading)	10%
2	Short-form assignments (Significance-of-Optics essay, Technical Abstract, Layman's Abstract, and Elevator Speech, each weighted equally)	15%
3	Professional development exercises (EndNote Library, CITI training, Resume, LinkedIn Page, each weighted equally)	15%
4	Reviews of technical papers (each weighted equally)	10%
5	1000-word essay on focus topics	15%
6	Multi-Media Presentation	10%
7	Oral delivery of multi-media presentation	5%
8	Final Exam	20%
	Total	100%

Table 2. Rubric for assigning letter grades.

<i>Course score</i>	<i>Grade</i>	<i>Rubric Description</i>
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93 to 100	A	Excellent. Demonstrates strong understanding and of all concepts and is able to express and apply them in novel ways. Has full mastery of the content of the course.
90 to < 93	A -	
87 to < 90	B +	Good. Demonstrates strong understanding of most or all of the concepts and is able to apply them to stated and defined situations.
83 to < 87	B	
80 to < 83	B -	
77 to < 80	C +	Satisfactory. Demonstrates a basic understanding of the major concepts and is able to apply them to basic situations.
73 to < 77	C	
70 to < 73	C -	
67 to < 70	D +	Below satisfactory. Demonstrates rudimentary understanding of concepts and applied a limited number in basic situations.
63 to < 67	D	
60 to < 63	D -	
< 60	F	Did not demonstrate adequate understanding of the concepts.

Grade Objections

All objections to grades should be submitted by email within one week of the work in question. Objections made after this period has elapsed will not be considered.

Students with Special Testing/Learning Needs:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If anyone believes the design of this course poses barriers to participating effectively and/or demonstrating learning in this course, please meet with me (with or without an SDS accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your consulting SDS staff to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Diversity and Inclusion

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In the time we share together over the semester, please honor the uniqueness of your

fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments.

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignment Policy, Religious Observance, and Military Service

Make-up assignments/tests (hereafter, simply "assignments") and due-date extensions will be granted when an assignment must be missed due to major religious observance, military service, or to participate in an Authorized University Event or co-curricular activities (e.g. football or cheerleading competition, see: #4-401.1 at <http://policies.ucf.edu>). Students who must miss an assignment deadline for one of the aforementioned reasons must notify the instructor no less than one week prior to the assignment/test date. If an illness/emergency arises and a student cannot submit assigned work on or before the scheduled due date or cannot take an exam on the scheduled date, the student **must** give notification to the instructor **no less than 24 hours before** the scheduled date and **no more than 48 hours after the** scheduled date. An assignment missed for illness/emergency will be excused if the student provides a note signed by their health provider stating they were unable to take the test on the scheduled day due to malady. The final grade will then be calculated from a proportionally weighted average of the remaining exams and assignments. Assignments missed without an approved University excuse will receive a zero.

Financial Aid and Attendance

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please ***ensure you complete the first week's assignment on time***. Failure to do so could delay the disbursement of your financial aid.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc> According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

Plagiarism Checking and TurnItIn.com

In this course we will utilize TurnItIn, an automated system which instructors can use to compare each student assignments quickly and easily with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit all assignments electronically through WebCourses. Submissions will be automatically run through TurnItIn. After the assignment is processed, the instructor receives a report that states if and how another author's work was used in the assignment. For a more detailed look at this process, please visit <http://www.turnitin.com>. Plagiarism is academic misconduct that incurs penalties as discussed above.

Classroom Conduct and Courtesy

All students are expected to conduct themselves in a manner consistent with the student code of conduct, as set forth in the Golden Rule (<http://www.goldenrule.sdes.ucf.edu>), so that everyone in the class has an opportunity to learn, free from interruptions and distractions. This means that:

- Cell phones are off and not used at all during class.
- Students do not converse during class.
- Students are attentive to lecture and do not text or engage in distracting computers use, including email, surfing the web, playing video games, etc.
- Students come to class on time. If you arrive late, please enter quietly and sit toward the back.

Please do all you can to help maintain a positive and productive classroom environment.

Ethical Behavior and Responses to Academic Misconduct

We all share a responsibility for maintaining the highest ethical standards that embody UCF. Academic misconduct in any form will not be tolerated! If you are uncertain as to what constitutes academic misconduct, please consult The Golden Rule in the UCF Student Handbook, <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. As in all University courses, The Golden Rule of Conduct will be applied. Students should also familiarize themselves with the procedures for academic misconduct. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

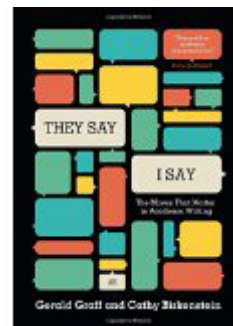
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Amendment of Syllabus

The instructor reserves the right to modify the schedule, the testing procedure, and the grading basis if, in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the University.

Readings

1. G. Graff and C. Birkenstein, *They Say / I Say: The Moves That Matter in Academic Writing*, 3rd. edn., by (W. W. Norton: New York, 2014), ISBN 978-0-393-93584-4. Available from Amazon.com (~\$22). Note that the version "With Readings" is more expensive, and not required.
2. N. K. Patel, "Technical Presentations", Books 1 - 4 (IEEE-USE E-Books, 2010). "Book 1: Strategy, Preparation, and Planning" is available on WebCourses.
3. "On Being a Scientist: A Guide to Responsible Conduct in Research." 3rd edn. (National Academies Press: Washington, DC, 2009). Available for download at: http://www.nap.edu/download.php?record_id=12192.
4. G. W. Whitesides, "Whitesides' Group: Writing a Paper", *Adv. Mater.*, **16**(15), 1375 - 1377 (2004).
5. Selected technical papers, available as PDFs on WebCourses. See course timeline for specifics.



Recommended References

1. R. S. Capers and E. Lipton, "Hubble Error: Time, Money, and Millionths of an Inch," *Hartford Courant* (31 Mar. - 3 Apr. 1991). Reprinted in abbreviated form in *Academy of Management Executive*, **7**, 41 - 57 (1993), and available as a PDF from WebCourses.
2. R. C. Janssens, "Let's clarify authorship on scientific papers," *Chron. Higher Ed.* (11 Aug. 2014). Available as PDFs on WebCourses.
3. M. Bertolotti, Ch. 12: "The Misfortune (or Fortune) of Gordon Gould", in *The History of the Laser* (Institute of Physics Publishing: Bristol, 1999).
4. C. Mack, "How to Write a Good Scientific Paper", Series of eight (8) articles published in *J. Micro/Nano-Lithog., MEMS, MOEMS* (2013 and 2014). Available as PDFs on WebCourses.
5. D. Meredith, *Explaining Research: How to Reach Key Audiences to Advance Your Work* (Oxford Univ. Press: Oxford, 2010), ISBN 978-0-19-973205-0. Available from Amazon.com (~\$33). "Communicating Science: Tools for Scientists and Engineers." (American Association for the Advancement of Science, 2012), <http://communicatingscience.aaas.org>.
6. M. Bertolotti, *The History of the Laser* (Institute of Physics Publishing, Bristol, 2005), ISBN 0 7503 0911 3.

7. C. Hamilton, *Essentials of Public Speaking*, 5th Edition (Cengage Advantage Books, 2012), ISBN-10: 049590113X, ISBN-13: 9780495901136.
8. D. H. Schwartz, "Not all scientific studies are created equal." <http://ed.ted.com/lessons/not-all-scientific-studies-are-created-equal-david-h-schwartz>.
9. W. Strunk and E. B. White, *The Elements of Style* (Allyn and Bacon: Boston, 1999).

Timeline of Activities and Assignments

Date Value	Week	Date	Topics	Presenter	Content	Submissions due at 6:00 pm on Thursday of week listed
21-Aug	1	21-Aug	Review syllabus Using EndNote	Dr. Kuebler		- Submit essay: "Significance of Optics & Photonics". - Download "Focus Topic" and meet with your team. - Start researching your focus topic starting with <u>secondary</u> sources (monographs, review articles, webpages, etc.)
		23-Aug	Searching the literature	Sandra Avilla	Literature research methods and resources.	- Read : selections from Graff & Birkenstien's "They Say / I Say" (on WebCourses). - Install and begin using EndNote
28-Aug	2	28-Aug	Writing analysis & mechanics	Dr. Kuebler		- Submit "Technical Abstract" on your focus topic. Each student submits their own version.
		30-Aug	Optics literature	Dr. Kuebler	Discuss origins of peer-review, ethics in publishing, structure of	- Start EndNote library & add refs from focus topic. - Read : N. Patel's "Technical Presentations".
4-Sep	3	4-Sep	Spoken communication	Dr. Lindsay Neuberger, Assoc. Prof. Communications, UCF		- Start team's "Outline" for "1000-Word Essay" on focus topic, with figs., and refs. done in EndNote.
		6-Sep	Writing analysis & mechanics	Dr. Kuebler	Review writing from past assignments.	- Submit EndNote library for review and feedback. - Submit "Layman's Abstract" for your focus topic.
11-Sep	4	11-Sep	Professional formatting and layout of written documents.	Dr. Kuebler		- Submit team's outline for paper on focus topic. One common outline is submitted for the entire team.
		13-Sep	Writing analysis & mechanics	Dr. Kuebler		- Start practicing to deliver Elevator Speech on Focus Topic. Each student of a team presents their own speech.
18-Sep	5	18-Sep	Elevator speeches	Students		- Deliver "elevator-speech" style summary of your focus topic (60 sec. max, circa 150 words). Speeches will be recorded and posted on WebCourses for students to review. - Start on-line CITI training in ethical and responsible conduct for engineers.
		20-Sep	Ethics and responsible conduct in science and engineering	Dr. Jonathan Beaver, Asst. Prof. of Ethics and Philosophy, UCF		- Submit confirmation of completion of on-line CITI training in ethical and responsible conduct for engineers.
25-Sep	6	25-Sep	Writing analysis & mechanics	Dr. Kuebler	Review writing from past assignments.	- Submit team's 1st-draft of 1000-word essay. Draft must be <u>complete</u> in the sense that there is content in all sections, including figures, captions, and bibliography formatted using EndNote.
		27-Sep	No class -- group meets Friday for tour.			
		28-Sep	Special class: Tour of Luminar	Dr. Matt Weed, Dir., Technology Strategy, Luminar		- Meet for 3:00 pm sharp at: Luminar, UCF Research Park, 12601 Research Pkwy, Orlando, FL 32826.
2-Oct	7	2-Oct	Professional layout and organization of multi-media presentations.	Dr. Kuebler		- Start team's PowerPoint slide presentation (max 15 slides).
		4-Oct	Technology Transfer and Entrepreneurship	Jennifer McKinley, Business Development Manager, ORC, UCF		
9-Oct	8	9-Oct	Structure of the optics industry and professional	Alex Fong, Director, Hyperspectral Imaging (hinaleaimaging.com)		- Submit team's 2nd-draft of 1000-word essay.
		11-Oct	No class -- Kuebler at Univ. Tenn. Knoxville			- Continue work on PowerPoint slide presentation (max 15).
16-Oct	9	16-Oct	Intellectual property	Brion Bernon and John Miner, UCF Research &		- Read Bertolotti's "The Misfortune (or fortune) of Gordon Gould" (see WebCourses).
		18-Oct	History of Optics, part 1	Dr. Kuebler		- Submit team's final draft of 1000-word essay.
23-Oct	10	23-Oct	History of Optics, part 2	Dr. Kuebler		
		25-Oct	No class -- group meets Friday for tour			- Submit team's 1st draft of PowerPoint slides.
		26-Oct	Special class: Tour of L3 Communications	Mr. Steve Frey, SEGAP Principal System Architect/Engineer, L-3 Technologies		- Meet for 3:00 pm sharp at: 2500 North Orange Blossom Trail, NW corner of Orange Blossom Trail and Princeton. Enter at the NE part of the building.

30-Oct	11	30-Oct	History of Optics, part 3	Dr. Kuebler		- Continue work on PowerPoint slide presentation (max 15).
		1-Nov	No class -- Kuebler at Univ. Southern Alabama	Constructing a resume and LinkedIn web-		
6-Nov	12	6-Nov	Constructing a resume and LinkedIn web-presence	Dr. Kuebler		- Read Technical Paper #1 and submit completed review per template (WebCourses).
						- Read: Weed and Doumont, "A Curriculum Vitae Makeover" to hear from people in industry on the content of a resume.
		8-Nov	Critical analysis of the scientific literature, part 1	Dr. Kuebler	Discuss tech. paper #1.	- Submit team's 2nd draft of PowerPoint slides.
						- Start resume.
13-Nov	13	13-Nov	Entrepreneurship -- from "student" to VP of research	Dylan Weitzman, co-founder and VP of Research, Thore Ore (ThorORE.com)		- Submit team's final draft of PowerPoint slides.
		15-Nov	Critical analysis of the scientific literature, part 2	Dr. Kuebler	Discuss tech. paper #2.	- Read Technical Paper #2 and submit completed review per template (WebCourses).
						- Submit first draft of resume for critique.
20-Nov	14	20-Nov	Ethics in science and engineering	Dr. Kuebler	Discussion of case-studies from industry and academia.	- Submit final draft of resume.
		22-Nov	No class -- Thanksgiving			- Start LinkedIn page using content from resume.
27-Nov	15	27-Nov	Student presentations, set 1			- Submit print-out of LinkedIn page for critique.
		29-Nov	Student presentations, set 2			
4-Dec	16	4-Dec	Final Exam		4:00 pm – 6:50 pm	- Submit final draft of LinkedIn page.
						- Submit final EndNote library.
						- Last day to re-submit edited work for re-scoring.

Detailed Description of Assignments

Throughout the semester you are responsible for reading multiple sources, preparing for in-class discussion of these materials, completing written assignment for submission via WebCourses, and delivering presentations during class. The assignments in written, oral, and multi-media communication will expand on a "Focus Topic" in Optics and Photonics. The assignments are "scaffolded" – increasing in complexity, length, and the required use of communication methods – so that you can progressively develop your skills throughout the semester.

Teaming and Focus Topic assignment. Students are assigned to teams of two or more. Each team will explore their assigned Focus Topic together. Your assignment can be found on WebCourses in a document named "Teaming_and_Focus_Topic_Assignment.xlsx". Several of the scaffolded assignments listed will be completed individually (e.g., the Technical Abstract, Layman's Abstract, and Elevator Speech). The team will work together on the 1000 Word Essay, Power Point Presentation, and the Oral Presentation, submitting those as a group and delivering the Oral Presentation to the class as a group. Each member of the group is expected to speak, presenting a reasonably equal part of the presentation.

Scoring assignments. All assignments will be evaluated and returned for your review to help you improve your skills. For lengthier assignments, you are asked to submit multiple drafts so the instructor can provide feedback that helps you improve your technique and the quality of the final product. All assignments will be scored according to the rubric in Table 3. The rubric maps to the specific learning objectives associated with this course.

Correct use of grammar and spelling is essential! Scores in the "Professionalism" category (see Table 3) will be significantly reduced for each instance of incorrect grammar or spelling. To ensure that assignments are free of grammar and spelling errors, use the following resources: 1) Use the spelling and grammar checking tools built into MS-Word; 2) Proofread your work

carefully; 3) Consult references texts like Strunk and White's *The Elements of Style* (see reading list) for proper grammar usage; 4) Have a peer proof-read your work; and 5) use the University Writing Center.

Due dates. Many assignments are designed to run over several weeks, or in some cases, throughout the entire semester. The *Timeline of Activities* above includes start dates and due dates. All assignments listed in a given week are due at the start of class that week. The due dates/times are also posted with each assignment in WebCourses. You are responsible for carefully monitoring the due dates and ensuring that assignments are submitted on time. Late submissions will be marked down by 10% for each day they are late.

Formatting. For all assignments, add a clear and professional header to the document that provides a) your name, b) the assignment number, c) the name of the course, and d) the semester. You are free to create your own format, but make it professional, as if it were being submitted it to a supervisor in a company. This will help you to begin developing professional habits that serve you throughout your career. Follow any additional formatting requirements required as detailed in the assignment descriptions below.

Submission. All assignments should be submitted through WebCourses. Written assignments should be submitted as Microsoft (MS) Word documents, not PDFs. Name documents following the format shown below.

Format: "First_and_Last_Name_Assignment_Name_ver_#.docx"
 Examples: "Stephen_Kuebler_Laymans_Abstract_ver_1.docx"
 "Mike_McKee_Slides_1st_Draft_ver_1.pptx"

Table 3. Rubric for scoring assignments.

	<i>Skill Area</i>	<i>Possible Points</i>
1	Knowledge of professional ethics and responsibility (Thoroughness in team work, acknowledging credit, citation, and handling data).	15
2	Effectiveness in communication (Expression of ideas, accessibility by the target audience, clarity, conciseness).	20
3	Knowledge of the historical perspective of optics and photonics and the societal impact of recent advances in the field.	15
4	Creativity, originality, and ability to self-learn.	15
5	Technical understanding of the field (e.g., technical content, thoroughness of research, knowledge of products, intellectual property, and research and development).	15
6	Professionalism (e.g., proper use of grammar, spelling, formatting, neatness, etc.)	20
Total		100

**Less 10% for each day an assignment is submitted past the due date.*

Class-Participation Assignment

Description:

Upper-level undergraduate students should be able to learn for themselves. The instructor's job is to help students learn the material and develop their skills. To help you learn, we will use class time to discuss concepts. Credit will be awarded for these activities. These types of activities require that students read all materials prior to class and take notes or consult secondary materials as needed to grasp the concepts. Full credit can only be earned by actively contributing in class, with meaningful responses to questions and discussion that reflect thorough study and comprehension of the assigned reading. The instructor will provide regular feedback to students individually concerning the quality of their contributions in class, and the final score will be based on a semester-long assessment of your contributions.

Reading Assignments

Graff & Birkenstein's They Say / I Say

Read the following sections. The first two chapters are on WebCourses.

- A. Introduction pp. 1-15.
- B. Part 1.1: "They say: Starting with what others are saying", pp. 19 - 29.
- C. Part 1.2: "Her point is: The art of summarizing", pp. 30 - 41.
- D. Part 2.4: "Yes / No / Okay, But: Three ways to respond", pp. 55 - 67.
- E. Part 2.5: "And Yet: Distinguishing what you say from what they say", pp. 68 - 78.

Read Patel's "Technical Presentations"

Description:

Read "Book 1: Strategy, Preparation, and Planning" of Patel's *Technical Presentations*, Books 1 - 4 (IEEE-USE E-Books, 2010), available on WebCourses. Take notes. Pay particularly close attention to the discussion of:

1. Why effective communication is central to science and engineering;
2. How different communication formats differ;
3. Pitching your presentation appropriately for a given audience;
4. Developing an appropriately limited number of key themes;
5. Communication formats that are relevant to industry.

Read "On Being a Scientist: A Guide to Responsible Conduct in Research"

Description:

Read: "On Being a Scientist: A Guide to Responsible Conduct in Research". This work is available at http://www.nap.edu/download.php?record_id=12192. Read this text closely, particularly the case studies. Create written answers to the questions and bring these to class for discussion on weeks labelled "Responsible Conduct" in the Timeline of Activities and Assignments.

Read C. Jansseens' "Let's clarify authorship on scientific publications."

Description:

Read C. Jansseens' "Let's clarify authorship on scientific publications." (WebCourses). Note the arguments that are made for how authorship has ethical implications and what the responsibilities are of a scientist/engineer when they author work, particularly when others have contributed to the work in various ways.

Read "A Curriculum Vitae Makeover" by M. Weed and J.-L. Doumont

Description:

Read "A Curriculum Vitae Makeover" (on WebCourses) by M. Weed (a graduate of CREOL) and J.-L. Doumont, published in *Opt. Photonics. News*, Mar. 2013, pp. 20-22. Then create/revise your resume, applying guidance provided by our industry speakers.

Read Bertolotti's "The Misfortune (or Fortune) of Gordon Gould"

Description:

Read M. Bertolotti's "The Misfortune (or Fortune) of Gordon Gould" (WebCourses). Note how credit for research and publication differ from that associated with inventorship, and how complex the assignment of credit for inventorship can become. Note also how credit for inventorship can obscure the huge contributions to a field made by others who may not be directly known or associated with an invention in question.

Optional reading -- but well worth it, and very funny!

Description:

Read M. R. Trebino's account of his attempt to submit a scientific Comment to a journal, in 123 easy steps (on WebCourses)! Dr. Rick Trebino (Elec. Eng., GaTech) is one of the top scientists in the field of nonlinear optics and characterizing ultrashort pulses. His article is a satirical account of his less-than-perfect experiences with publishing peer-reviewed work. Dr. Trebino is an incredibly creative scientist, and equally effective as a humorist. Enjoy!

Short-Form Assignments

The Significance of Optics and Photonics

Format: 250 word essay

Description:

Submit a paragraph on WebCourses between 200 and 250 words in length that explains to a lay person why Optics and Photonics (O&P) are significant to modern life. Create a professional layout. Include a title, your name, the name of the assignment, and due date. In the abstract, describe technologies that are enabled as well as everyday activities that would not be possible without O&P. Use persuasive arguments to convince the reader that O&P are just as important

as other high-profile fields, such as cancer research or space exploration. The essay will help the instructor establish the baseline for your current writing skills.

Technical Abstract

Format: 250 word essay

Description:

Each team-member will write their own version of this assignment and submit it on WebCourses.

Write a technical abstract on your Focus Topic with a length of 200 to 250 words. Submit the work on WebCourses as an MS Word document. As this is a technical abstract, write it with the expectation that your reader has the education level of an undergraduate in science and engineering or higher, using technical terms as appropriate. Create a professional layout. Include a title, your name, the name of the assignment, and due date.

Layman's Abstract

Format: 250 word essay

Description:

Each team-member will write their own version of this assignment and submit it on WebCourses.

Write a layman's abstract on your Focus Topic with a length of 200 to 250 words. Submit the work on WebCourses as an MS Word document. Create a professional layout. Include a title, your name, the name of the assignment, and due date. Write this abstract with the expectation that your reader has no more than a high school level of education. Avoid using technical jargon. The abstract should provide a description that is well balanced between the scientific and/or engineering goals and how these are relevant to the reader as a consumer of science and engineering.

Elevator speech

Format: Oral description of topic in front of class, 60 seconds, circa 150 words

Description:

Each team-member will produce and deliver their own version of this assignment. Prepare, practice, and deliver an "elevator speech" that describes your Focus Topic within 60 second (*circa* 150 words), using a normal pace of speech. Assume your listener has no more than a high school level of education. Avoid using technical jargon. The speech should explain how research work or industrial products and services are relevant to the listener as a consumer of science and engineering.

Critical Reading of the Technical Literature

Technical Reviews

Description:

Download "Reviewer_Template.docx". Read the template and instructions carefully to understand how the technical paper should be judged and how to complete the written review.

Download "Technical_Paper_X" and read the paper with sufficient care to be able to discuss the science in class and complete the written review. Take notes while reading the Technical Paper. Look up terms and concepts that are unfamiliar. The expectation is that you may well have to do a bit of background reading to understand the paper.

Open the template and write your review. In answering questions about quality of writing or clarity of communication, indicate what is unclear and how it can be improved. In all instances, cite specific examples and provide a re-written sentence or word choice as an example of how the problem might be addressed.

Bring a copy of the Technical Paper, your notes, and your review to class for discussion.

Outline of 1000-Word Research Paper on Focus Topic

Format: Detailed, MLA-style outlined, with at least 15 - 20 lines of points and subpoints

Description:

Team-member #1 should submit one version of this assignment for the whole team on WebCourses. The whole team will work together to develop the draft submitted.

Here is a link to tell you about how to structure an outline properly: <https://humblethird.weebly.com/rules-on-making-an-outline-2.html>. For the drafts, create a professional layout for sections, captions, and figures. Follow the formats recommended by the *Journal of Optics* (<http://iopscience.iop.org/2040-8986>). Make sure your formatting is consistent throughout the work. For all submissions, include a coversheet with the title, your names, the name of the assignment, and due date.

You will use the outline to organize your team's thoughts for the content of the paper. The outline should actually take a lot of time because this is the exercise in which you think **carefully** about what content to include in your paper. An outline with perhaps only 5 - 10 lines of points and sub-points is not satisfactory. A detailed outline for a work of this scope should have at least 15 - 20 lines of points and sub-points. It should be sufficiently detailed and complete that you can use it to start writing paragraphs. Each sub-point should map onto a few sentences within each paragraph, giving you the memory-jogs needed to write a well-structured paper. But sub-points within the outline itself should NOT be complete sentences! Rather they should be key ideas in bulleted form that are a starting point for writing the corresponding sentences. The outline will also help you think as a team about 1) which figures to include and 2) who will write which sections, to divide up the effort equitably.

1000-Word Research Paper on Focus Topic

Format: 1000-word essay, with figure, captions, and complete citations using EndNote

Description:

Team-member #1 should submit one version of this assignment for the whole team on WebCourses. The whole team will work together to develop the draft submitted.

With your assigned team, write a 1000-word essay on your Focus Topic for an audience having an undergraduate education in science or engineering. You will submit an outline and three drafts for scoring and feedback that will enable you to improve the content and writing.

Minimize the use of technical jargon, and provide explanations where technical terms are essential. The work should include a clear explanation of how the topic is relevant to the reader as a consumer of science and engineering. Include three to five figures, with captions and explicit call-outs to the figures in the main text. Include full citations, formatted using EndNote.

You are encouraged to create your own illustrations using PowerPoint or other graphical-editing software. Illustrations should be simple, accurate, and visually appealing. When illustrations or figures are pulled from work by others, include a complete citation.

Presentation on Focus-Topic

Description:

Team-member #1 should submit one version of this assignment for the whole team on WebCourses. The whole team will work together to develop the draft submitted.

With your assigned team, create an oral presentation and accompanying PowerPoint slides that describe your Focus Topic for an audience having an undergraduate education in science or engineering. The presentation should be no more than 15 minutes long and use about 8 slides. Minimize the use of technical jargon, and provide explanations where technical terms are essential. Explain clearly how the topic is relevant to the listener as a consumer of science and engineering.

Your 1000-word essay is intended to serve as an outline that helps you develop this presentation and from which you may draw content, including figures. Include movies and animation as appropriate. You are encouraged to create your own illustrations and animations using PowerPoint or other graphical software.

The final slide must be a bibliography for all content that is not original to you, including figures, movies, etc. Also include in this list some citations for literature that you read to develop the oral content of your presentation. Within the presentation, include abbreviated citations for content not original to you. For example, if you use a figure from the following paper:

"Z. Luo and S. M. Kuebler, "Axial superresolution of focused radially polarized light using diffractive optical elements," *Opt. Commun.* **315**, 176-182 (2013)."

include this complete citation in the bibliography, and give the following abbreviated citation under the image itself:

"Luo and Kuebler, *Opt. Commun.* (2013)."

Bring your presentation on a thumb-drive for the day of in-class presentations.

Professional Development Exercises

Complete CITI Training online

Description:

The Collaborative Institutional Training Initiative (CITI) has developed a series of courses for teaching online the standards for Responsible Conduct of Research (RCR) and related topics of professional and ethical conduct. Many federal agencies and companies require participants to complete the CITI courses prior to undertaking a project. You will complete the courses 1) "Responsible Conduct of Research for Engineers" and 2) "Export Compliance". Follows the steps listed below to complete the course and submit proof of its successful completion.

1. Navigate to: <https://www.citiprogram.org>.

2. Find "Log in through my institution" and below that click the button reading <Log in via SSO>.
3. Scroll down the list of institutions and click on "University of Central Florida"
4. You will be taken to a UCF ID login page. Enter your Network ID (NID) and password.
5. This will bring you to the CITI Main Menu page. Select "University of Central Florida Courses".
6. Select "Add a Course or Update Learner Groups"
7. Answer questions 1 - 8 selecting answers as listed below.
 - Q1: Skip this question; select nothing.
 - Q2: Select: "I have not previously completed an approved Basic Course."
 - Q3: Skip this question; select nothing.
 - Q4: Select: "Responsible Conduct of Research for Engineers".
 - Q5: Select: "No".
 - Q6: Skip this question; select nothing.
 - Q7: Select: "Export Compliance".
 - Q8: Skip this question; select nothing.
8. Complete the two courses 1) RCR for Engineers and 2) Export Compliance. Follow instructions within the courses to complete all the modules, including quizzes at the end of each module.
9. At the conclusion of each course, submit a copy of the "Completion Report".
 - After completing the course, go to the main menu. From the main menu, choose <View previously completed coursework>.
 - Select <View> to view the completion reports for both courses. Print the completion reports as a PDF. Upload both PDFs to WebCourses before the due date.

Resume

Description:

Read "A Curriculum Vitae Makeover" (on WebCourses) by M. Weed (a graduate of CREOL) and J.-L. Doumont, published in *Opt. Photonics. News*, Mar. 2013, pp. 20-22. Then create/revise your resume, applying guidance provided by our industry speakers. Submit drafts of your resume on WebCourses for feedback and revision.

LinkedIn page

Description:

Create/revise your LinkedIn page, applying guidance provided by our industry speakers, and using content from your resume. Send "Follow" request to the instructor so that he/she may

review and critique your page. Print your LinkedIn page as a PDF and submit the PDF-file for review through WebCourses.

EndNote Library

Format: Semester-long development

Description:

EndNote is a citation database and management tool that is available for free download via the UCF Library at <http://guides.ucf.edu/citations-endnote>. Students will install this tool on their own computers and learn to use it proficiently. Throughout the semester students will build their own EndNote library for all references consulted for their Focus Topic, and then use it to format citations and bibliographies in all submission. Students will submit the library as the native .enl file periodically throughout the semester for review and feedback, and the final version will be submitted for scoring on or before the day of the final exam.



Final Exam

Format: In-class essay-style exam with short and long-response questions

Description:

The final exam will be comprehensive to all topics covered in the course. Students will be asked to apply communication skills developed throughout the semester to answer questions related to historical perspectives of O&P; the O&P industry; publication and the technical literature; communication techniques; professional ethics and responsibility; professional preparation; and how their technical field is connected with issues like manufacturability, sustainability, health and safety, and other economic, environmental, social, or political constraints.