



GEO 3334 Managing for a Changing Climate

Department of Geography
College of Liberal Arts & Sciences, University of Florida

COURSE SYLLABUS

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|---------------|--|----------------------|----------------------------|
| Instructor: | Dr. Esther Mullens | Term: | Spring 2026 |
| Office: | TUR 3138 | Class Meeting Days: | Wednesdays |
| Phone: | use email | Class Meeting Hours: | Periods 3-4 (9.35-11.30am) |
| Email: | emullens@ufl.edu | Class Location: | <u>TUR 3018</u> |
| Office Hours: | Wednesday 1-2.30pm, Thursday 9.30-10.30am or by appointment (M-R) | Course Credits: | 3 |

Course Description: An interdisciplinary survey of climate variability and change. Topics include the physical science basis for climate change, followed by sectoral analysis of climate impacts, adaptation, and mitigation options. Active learning, discussions, and roleplaying facilitate understanding of critical issues facing the human and natural world.

I. Course Overview

In this course, students will gain an international perspective on the physical mechanisms and processes contributing to climate variability and change. We consider the problems of climate change holistically, and across multiple disciplines, ranging from basic climate science to societal and ecological impacts, vulnerability, and adaptation. A key component of this course is to apply the knowledge gained to represent a country on the international climate policy stage, cumulating in a climate negotiation mimicking that of the United Nations Conference of Parties (COPs). Students are therefore equipped to be climate literate, thereby placing them in a position to be able to inform society of the climate change issue, incorporate climate data into their future careers where relevant, contribute, and lead efforts to adapt and mitigate the impacts of climate change in their communities and professional sectors. This course is intentionally practical, having been developed by Climate Science Organizations and with contributors from National leaders in the fields of climate science, and practitioners that apply climate science. Course material introduces climate science from its most basic origins, evaluating how we know the climate is changing, and the indicators thereof. We discuss how climate models are developed, including their basic structure, benefits, and limitations. We examine spatially the impacts of climate change across ecosystems, culture, and the built environment. Throughout, students are challenged to apply these concepts in group and individual exercises that place them in the role of decision-makers who must incorporate climate change into their planning processes.

This course is hybrid format, with lecture content readings, and regular assignments. Class time will apply this content through activities, roleplaying, discussions, and projects.

II. Pre-requisites: composition course, equivalent to ENC 1101 or 1102.

III. Student Learning Outcomes

At the end of this course, students will be expected to achieve the following learning outcomes:

- **Climate science, impacts, and adaptation content:**
 - Students will evaluate and describe how we know Earth's climate is changing, and the natural and anthropogenic contributions to historical and present changes, including the relevant theories, terminology, and tools associated with climate science.

- Students will also enhance their understanding of global geographic variability of climate change, and climate impacts, including societal, ecological, and cultural impacts.
- Students will also develop competency in interpreting climate model projections, using simple climate model tools to test hypotheses, interpret graphical data, use observations to examine trends, and discern how climate model data can be effectively used despite uncertainty. Achievement of this learning outcome will be assessed through experiential learning activities – include multiple role-playing exercises discussions from required readings and videos, individual written summaries & reflections.
- The papers and project holistically address course content through literature review, and evidence-based examination of their selected country.
- **Written and oral communication, and teamwork:**
 - Students will work on multiple individual and team assignments that challenge them to write and communicate clearly using various styles. For example, the papers require students to examine in depth their selected country and synthesize course content and their own literature reviews into a comprehensive and narrative-based examination of the science, impacts, and vulnerabilities of their region to climate change.
 - In-class peer discussions, and individual short-answer & self-reflection exercises help students to develop clear and accurate lines of reasoning and evaluate the credibility of their arguments.
 - Project work involves students working in country ‘groups’ of allied nations, where they must introduce their country group orally to their peers, and collectively develop a climate mitigation and adaptation policy between them, that is also attractive to the nations outside their team. Each student will also be required to make an individual ‘argumentative’ speech advocating for climate policies.
 - Students will engage in two debates (one mid-term, and the other near the end of the semester), often placing them in the position of advocating for policies that are counter to their own views. This exercise teaches them to balance multiple competing elements of high priority, and engage in productive negotiation, thus helping them walk in the shoes of leaders, managers and decision-makers that are tasked with making difficult choices. Clear rubrics are provided in Canvas for each form of written, oral, and group assignment.
- **Transdisciplinary and critical thinking:**
 - Students will analyze data and information and will be asked to reason with course content, current and recent literature, and data/models in the class activities, papers, and projects to gain competence in interpreting climate change information, and to develop national and international policy solutions to reduce the negative impacts of climate change on society.
 - Students will be required to apply what they are learning to identify and describe the science of climate change - inclusive of a critical analysis of what we know and do not know.
 - Students will evaluate international policy goals, generate their planned solutions whilst acting in the role of their selected country government, and debate those solutions with their peers. Students gain understanding of how to communicate this information in multiple formats (oral, written, graphical) and styles (scientific presentation and persuasive/inspirational speech).
 - Students must sometimes argue in favor of ideas that are contrary to their own positions. Achievement of this learning outcome will be assessed through the paper and project activities, the in-class activities, and the required reading summaries and discussions.

IV. Materials and Supplies: Computer

The live portion of this course will be held in TUR 3018, which is a classroom consisting of several round tables. The informal arrangement of this portion of the classroom is appropriate for our discussion and group activities. Some classes may include group activities using web-based content, so a laptop/tablet is recommended. If you are unable to bring your own device on a particular week or week(s), you should still be able to work in a group. Students must provide their own computer on which to work on assignments outside of class. Any required software (such as Microsoft Excel, Word, Power Point) will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu>.

V. Required Texts and Useful Online Resources

There is no required text for this class. The videos and readings supplied through Canvas are sufficient in addressing the course aims. Examples of readings include select chapters from the U.S. National Climate Assessment, and Intergovernmental Panel on Climate Change, as well as reports from credible climate science organizations. Most of the video content was professionally developed, and employs multiple experts from across the United States, as well as use of visual graphics. Written transcripts are available for each video to assist student learning.

VI. Course Format, Activities, and Basis for Evaluation

- This course is presented in hybrid format. Video lectures, readings, and discussions will be regular weekly activities. A typical week has 2-6 videos (5-8 minutes in length each), and 1-3 required readings, with an average page length of 5-10 per document.
- You should expect to work toward this course *on average* 2-3 hours per credit hour (6-9 hours) weekly, inclusive of class time.
- Supplementary resources are also available to enhance knowledge. All resources will be available on Canvas at the start of each week and will be clearly laid out to the students through a weekly email notification that details the week's activities, in addition to the schedule of activities provided in the syllabus.
- The videos and readings are available for students to access them at any time. Transcripts for the video content are also provided for students to download and use/annotate. In addition to the online material, will meet live once per week for an interactive class encompassing two periods.
- The class time typically follows two themes. The first is to discuss the material covered in the videos and readings, for which students have some advance preparation time through a weekly short answer/reflection exercise, and the second is to apply this information in real-world scenarios.
- Real-world scenarios include experiential activities such as roleplaying, group work, formal speeches and presentations, and games. Assignments such as the short-answer homework follow a regular pattern, shown in the schedule below and on canvas. The project encompasses four related activities, culminating in a final international climate change policy debate at the end of the semester.
- Students write three essay papers over the course of the semester, and the theme of these papers ties in to both the course material and the project. In-class activities are graded for participation and content and the instructor will explain the grading each week. **There are no exams in this course.**

VII. Evaluation and Grading

Attendance and participation in weekly activities (20%):

- **Class attendance is mandatory (5%)** to facilitate the best learning environment for all students, and since this course is highly collaborative. Attendance will count for 5% of the final grade and encompasses the student's physical presence in class. Attendance will be through roll call and will be assessed weekly. One unexcused absence is waived (i.e., will not count toward the final grade).
- **Participation (15%) involves your engagement in class activities (10%) and discussions (5%),** and fulfillment of those activities to good standard (rubric provided in a separate document). Most class activities include brief written evaluations/reflections. Your individual lowest class participation grade is excluded from your final grade.
- **Students may be excused from absences with appropriate documentation** according to the university policy (more information provided below). In these cases, the student's absence is waived and will not count toward the final grade. Students that have an excused absence can complete a makeup activity in their own time for credit.
- **Homework summaries (25%):** Weekly worksheets based on required readings/videos. Students will be posed a series of questions in addition to a mandatory reflection. A rubric is provided to the students on canvas. Your lowest-scoring homework assignment will be dropped from the final grade.

- **Papers (25%) – Meets Writing Requirement for 4000 words**
- **There are three essay papers** spread throughout this course. The papers relate to the semester project that places the student in the role of a science/policy leader of a nation of their choice that must create effective climate policy to adapt to/mitigate climate change, whilst also considering their country's challenges and limitations to effective engagement in such policies. Papers should be submitted with 1.5x spacing and 12pt font.
- **The paper themes are as follows: Paper 1: Physical and social geography** (approx. 750-1000 words, 2-3 pages, 5%); **Paper 2: Climate change projections & economic impacts** (approx. 1500-2000 words, 5-7 pages, 10%); **Paper 3: Climate impacts on society and ecosystems** (approx. 1500-2000 words, 5-7 pages, 10%). The paper and written assignments rubric will apply and is provided to students on canvas.
- **The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.** Student papers will be graded based on four criteria (in the written essay rubric): introduction and conclusion, organization, grammar, and content. The instructor will provide detailed feedback for each of these components to the student. For Paper 2, you will have an option to submit early work for instructor feedback prior to the deadline for the purposes of improving your writing for the final graded copy of this paper. You will be provided with a writing sample for Paper 1 to assist your preparation. You will also be provided with a source and citation guidelines document to assist in the preparation of your in-text citation and referencing. Note that any consistent style of referencing (e.g., APA etc.) is acceptable.
- **Course grades have two components: To receive a writing requirement credit, a student must receive a grade C or higher, and a satisfactory completion of the writing component of the course.**
- **There are no drops or waivers for the papers** (i.e., your total grade for the papers will include individual papers 1-3 grades)
- **UN Framework Convention on Climate Change (UNFCCC) policy project (30%):** There are four project activities spread throughout the course that build upon one another. Within the first two weeks of class, students will be provided a list of countries to choose from and must select one. Based on their selections and class size, they will be grouped into teams of similar countries based on region, geography, politics.
 - Students will present basic geographical information about their countries and regions (**Part 1 – oral presentation with slides, 5%**). Following this, roughly at the mid-point of the semester, students will work to craft a set of climate policy proposals which they will summarize in a factsheet, and then debate with one another – ultimately voting to carry forward 3 policy proposals (**Part 2 – factsheet and debate, 10%**).
 - Part 3 occurs in the last two weeks of the semester, and students must individually prepare and deliver a persuasive speech aimed at motivating others to adopt their point of view as regards climate change policy (**Part 3, 3-4-minute oral speech without slides, 5%**). Finally, Part 4 is a final debate which will be held during finals week where students must act on behalf of their nations to reduce the three remaining proposals down to one that best attempts to prevent dangerous temperature rise by the end of the 21st century (**Part 4 – debate and reflection 10%**). **Part 4 also includes written assignments** – one pre-debate and one post-debate. In pre-debate, students must present justification for the 3-5 policy resolutions their nation supports, including any amendments (max 3 pages).
 - Following the debate, students write a reflection of the project and how it compares to an actual UNFCCC COP, and whether the outcomes are likely to present dangerous interference in the climate system (max 3 pages). Students are assessed based on additional rubrics that vary depending on the project and those rubrics are clearly stated in guidelines. These include oral presentation, group work, and factsheet/design. Each rubric is provided to the students on canvas.
 - **There are no drops or waivers for the project work** (i.e., your total grade for the project will include individual parts 1-4 grades).

| Assignments and Exams | Percent of Final Grade |
|---|------------------------|
| Attendance and discussion <i>One unexcused absence dropped from final grade.</i> | 10% |
| In-Class Participation <i>Your lowest score dropped from final grade.</i> | 10% |
| Written worksheets <i>Your lowest score dropped from final grade</i> | 25% |

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| Papers (3) | 25% |
| UNFCCC Project (4) | 30% |
| Total | 100% |

| Grading Scale (%) | |
|--------------------------|----|
| 91.5 – 100 | A |
| 89.5 – 91.49 | A- |
| 86.5 – 89.49 | B+ |
| 82.5 – 86.49 | B |
| 79.5 – 82.49 | B- |
| 76.5 – 79.49 | C+ |
| 72.5 – 76.49 | C |
| 69.5 – 72.49 | C- |
| 66.5 – 69.49 | D+ |
| 62.5 – 66.49 | D |
| 59.5 – 62.49 | D- |
| < 59.5 | E |

VIII. Important Dates to Remember:

<https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/#spring26text>

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|---|-----------------|
| Drop/Add Ends: | Jan 16 |
| MLK Day | Mon, January 19 |
| Spring Break | Mar 14-21 |
| Reading Days | Apr 23-4 |
| Finals Week | Apr 25-May 1 |
| Spring 2026 Grades Visible on https://one.uf.edu/dashboard/ | After May 6 |

IX. Weekly Topic Schedule, Assignments, and Exams (Schedule is always subject to change⁺)

| Week beginning | Online Course Material | In-Class material & activity | Select Assignments* (Due) |
|----------------|--|---|--|
| Jan 12 (1) | Course Introduction; Unit 0 | Course overview, ice breaker and FAQ | Week 1 HW/about you Syllabus quiz |
| Jan 19 (2) | 1.1 Energy in the Climate System 1.2 Climate and Carbon | Interactive exercises on climate, energy, and carbon | Students select country and groups formed (Jan 24) |
| Jan 26 (3) | 1.3 Natural Climate Variability | Modes of variability & impacts on society | Week 2 HW due Jan 28 |
| Feb 2 (4) | 2.1 Modeling our Global Climate 2.2 Modeling our Regional Climate | Experiments with climate model data | Week 3 HW due Feb 4 Paper 1 due Feb 8 |
| Feb 9 (5) | 3.1 Using Climate Projections 3.2 Observing our climate | Using climate data for decisions roleplay | Week 4 HW due Feb 11 Project 1 recorded presentations due Feb 15 |
| Feb 16 (6) | 3.3 Climate Change Assessments | Presentations Q&A (Project 1) Developing a climate assessment | Week 5 HW due Feb 19 |
| Feb 23 (7) | 4.1 Introduction to Policy and Economics | Discussion Carbon Wedge Game. | Week 6 HW due Feb 25 |
| Mar 2 (8) | 4.2 Vulnerability and Culture (I) | Discussion Teams prepare for debate | Week 7 HW due Mar 4 |
| Mar 9 (9) | 4.2 Vulnerability and Culture (II) | Policy debate (Project 2) | Team factsheets due Mar 8 Paper 2 due Mar 15 |

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|--------------|--|---|---|
| Mar 16-21 | Spring Break; No Class | | |
| Mar 23 (10) | 5.1 Impacts to Climate Systems | Discussion "Decisions for the decade" game/roleplay | Week 8&9 HW due Mar 29 |
| Mar 30 (11) | 5.2 Impacts to Coast and Marine Systems 5.3 Impacts to Ecosystems | Discussion Scenario exercise: Planning for climate change in Florida. | Week 10 HW due Apr 1 |
| April 6 (12) | 5.4 Impacts to Human Health and Security | Discussion Human health and climate activity | Week 11 HW due Apr 8 Paper 3 due Apr 12 |
| Apr 13 (13) | 6.1 Climate communication | Effective climate change communication. Discussion & roleplay | Week 12 HW due Apr 15 |
| Apr 20 (14) | 6.2 Adaptation Strategies | Prepared speeches (Project 3) Final debate preparation | Week 13 & 14 HW due Apr 22 Project 4 pre-debate material due Apr 26 |
| Apr 28-May 2 | Final debate: Wednesday Apr 29 3-5pm | | Project 4 reflection due May 2 |

*Full assignment information in Canvas, +changes (if applicable) will be posted on the canvas syllabus page.

X. Course Policies: Attendance, Make-Ups, and Grades

Attendance: Students are required to attend class on a regular basis. Absences can be excused with proper documentation according to university policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Per this policy, students who do not attend the first two classes at the beginning of the semester, can be dropped by the instructor. Instructors also have the right to fail a student due to excessive absences. In this course, 'excessive' is defined as any student that misses 3 or more classes in the first six weeks, excluding the add-drop period.

Should you need modifications or adjustments to your course requirements because of documented pregnancy, childbirth, or childcare issues, please contact me as soon as possible to discuss. Generally, modifications will be made where necessary.

Late Work: All assignments submitted after their respective deadlines, that were not excused based on university policy, will be assessed a penalty: five (5) percentage points within the first day, then ten (10) percentage points for each day (24-hr period) following, that the assignment is late. Assignments will not be accepted if overdue by more than seven days unless prior accommodation has been arranged.

Examination Policies and Reading Days: Course policies are consistent with university policies on during-term exams, final exams, reading days, and make-up exams. This class does not have any exams; however, we conduct four key activities within our overarching international policy project on particular weeks, the last of which is required to take place in our final exam slot. Students must notify the instructor as soon as possible in case of absence during a class project and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted to undertake a revised activity for project credit. More details can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>.

Grade Dissemination: You can access your scores at any time using the Grade function in Canvas. The instructor aims to post grades within 14 business days of the due date of each assignment and will provide a reason and updates if unable to adhere to this timeline.

Grading Policies for Assigning Grade Points: Information on current UF grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Please see content above for how your instructor breaks down each grade category by percentage points awarded.

NOTE: There are NO opportunities for extra credit. I do drop select assignments through the course of semester. **I DO NOT EVER adjust a grade or offer extra assignments at the end of the semester to make up grade points, and I will disregard any requests on this topic**, with the exception being if a calculation error was made or in conditions of serious documented extenuating circumstances. I may adjust grades (curve) based on the average class grade distribution, and they will curve up if they curve at all. You should work to achieve your desired grade throughout the semester and contact me with any concerns sooner rather than later.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

Disputing a grade: Grading an evaluation of your assignments requires several hours weekly on the part of your instructor. You instructor will communicate the expectations regarding assignments, and offer tips for success, however it is ultimately your responsibility to put in your best effort, and to familiarize yourselves with the available rubrics, tips, and other feedback from the instructor. When you receive your grade, you are expected to thoroughly review and reflect upon the instructor comments to your response. In light of this, please adhere to the following procedure when making a grading inquiry or request. Firstly, you should wait 24 hours from the time your grade was delivered to you in order to evaluate the available feedback and associated material. If you decide to move forward, you should contact the instructor with at least one paragraph explaining why you believe the grade is inaccurate - explicitly using the available feedback and rubrics in your argument. The instructor will not respond to requests that do not adhere to these procedures. If these are followed, the instructor will aim to respond as soon as feasible with their decision and an explanation of their reasoning.

Blank files/corrupted files policy: it is your responsibility to make sure that assignments uploaded to Canvas are uploaded correctly by the due date. If you suspect that your file has become corrupted due to a problem with your computer, please contact your instructor asap explaining the situation and a timeline for repair. **Blank or corrupted files uploaded by the due date will be treated as missing by the instructor and late deductions will apply.**

XI. Course Policies: Technology and Media

Email: Each of you has a UF email address. It is vital that you maintain an active UF email account and that you **check it often**. Your instructor will post class notices at the beginning of each week. This tentative syllabus is **subject to change**, and any changes will be transmitted to you via your UF email account and Canvas (see below). Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. On holidays or weekends, expect a response on the next business day. The instructor will reasonably expect similar time frames for responses to emails sent to students.

Canvas: Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through Canvas (<https://elearning.ufl.edu>). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account in order to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP(4357) or helpdesk@ufl.edu.

XII. Course Evaluation

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at gatorevals.aa.ufl.edu/. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at gatorevals.aa.ufl.edu/public-results/.

XIII. Course Policies: Use of AI/Chat GPT or similar tools

In short, **AI tools are permitted with heavy restrictions for this course.** It is the instructor's preference that you avoid them; however, their use is permissible in certain circumstances. They should never form the bulk of your personal external research for an assignment.

(1) You may NOT use AI to answer your questions for you! Copying a question prompt into an AI tool and copying and pasting the answer is the antithesis of learning and will be treated as plagiarism. It is not hard for your instructor to discern what is and what is not your original work.

(2) You MAY use AI to assist in gathering information and resources when completing homework and project work. In other words, you can ask AI to help you regarding understanding certain concepts and ideas, if you cannot obtain this information elsewhere. You must then parse through what the tool provides to determine what is reasonable or not, and you should write any material garnered this way **in your own words**. **If you choose to apply AI in this way, this must be cited in your homework and/or project work as a source you used. Failure to cite will be treated similar to (1) above. ChatGPT/AI should NEVER be the only source you draw from.**

Note, the instructor has the right to give you a zero grade and even to take formal honor code violation action for assignment or project work where AI use is clear but uncited/unacknowledged, and largely a repeat of online content.

XIV. Course Policies: Recordings, Notes, and the Intellectual Diversity Act

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving 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.
- **A recording of a class lecture may not be published without the consent of the instructor.** Publish is defined as sharing, transmitting, circulating, distributing, or providing 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. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. 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.

You are permitted to retain class notes, readings, and course content for your own use.

XV. Course Policies: Student Expectations

Disabilities Statement:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty & Conduct 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 (sccr.dso.ufl/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 in this class.

Plagiarism: This course furnishes you with information on how to recognize plagiarism – this can be found in the top module ("general information") on canvas. Most cases of plagiarism are unintentional, but every case is taken very seriously. Examples of plagiarism include copy-paste (direct content lift), including content without acknowledgement (e.g., in-text citation, and end of text bibliography/reference), inaccurate referencing, excessive use of quotes, among others shown on canvas. Plagiarizing work at minimum leads to a zero grade on an assignment and **if found to be intentional may result in formal disciplinary action.**

Title IX: For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, there are resources available. To learn more or to report an incident, got to: <https://titleix.ufl.edu>. Also, please be advised that your instructor is required to report instances of sexual harassment, sexual assault, or discrimination.

We are an inclusive classroom: University is an opportunity to learn from one another, no matter our background, ethnicity, nationality, disability status, sexuality, gender and gender identity, religion, and socioeconomic background. In this classroom, my goal is to provide a learning environment that is inclusive to all. If you are struggling or experiencing challenges to your learning, please do not hesitate to discuss with me.

XVI. Campus Resources for Students:

See this weblink for all additional relevant policies, including academic resources, and health and wellness.
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>