

## **RIVER FORMS AND PROCESSES, GEO 4281/GEO6282**

**Spring 2021, 3018 Turlington Hall (Tu 4-5 or 10:40-12:35, Th 4 or 10:40-11:30)**

**Instructor:** Dr. Joann Mossa

**Office Location:** 3129 Turlington

**E-mail:** [mossa@ufl.edu](mailto:mossa@ufl.edu) (preferred mode)

**Phone:** 294-7510

**Office Hours:** By Zoom, W-Th 1:00-2:00 PM or other

Fall 2020 Class Meetings will be a mix of synchronous and asynchronous (see Canvas for specifics). We will typically have at least one synchronous meet-up per week on Tuesdays at 12:50)

**CATALOG DESCRIPTION:** Examines the nature and variety of fluvial processes and the origin and modification of fluvial landforms; includes discussion of environmental changes in rivers and human activities in drainage basins

### **COURSE REQUIREMENTS AND/OR RECOMMENDATIONS:**

Physical Geography (GEO 2200) or Physical Geology (GLY 2010) or equivalent or permission

### **COURSE MATERIALS**

Canvas, <http://elearning.ufl.edu>, includes readings, power points, data sets, etc.

You will be doing several data analysis projects with Excel, and Google Earth. Excel is available to students through a UF site license, UF Apps, and Canvas and is installed on many computers in the department and around campus. Staff at the Hub and CSE will be able to assist you with problems with installation.

### **BASIC TEACHING APPROACH**

- Want to create a positive learning environment
- Lots of videos and visuals
- Variety of assignments, experiential, applied, visual
- Some readings, posted on Canvas (no \$ out of pocket for books)
- Bring your questions to assist in understanding and recollection
- I like to get to know my students and try to be helpful and encouraging
- Questions welcome, will come in both directions
- Attendance/responsible behavior encouraged by in-class assignments
- Many items graded (2-20% of grade apiece). You will not be anonymous.
- *If you tend to miss classes, want to be anonymous, or prefer exams to assignments, give consideration to dropping this class in favor of one more suited to your learning style*

### **ASSIGNMENTS, ATTENDANCE AND MAKE-UP POLICY**

Class attendance is highly recommended, and missed classes are likely to impact your grade due to the number of in-class assignments. In certain circumstances (family emergency, illness), I will work with students who need to make-up an in-class assignment out of class.

## IMPORTANT DATES:

This year there is no Spring Break 😞

Any special activities or cancellations will be announced in class and/or on Canvas

## GRADING AND ASSIGNMENTS

A = 93 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 70-76.9; C- = 67-69.9; D+ = 65-66.9; D = 60-64.9; D- = 57-59.9; E = < 57

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## WEEKLY WORK

Each week I will send an announcement in Canvas (usually on Tuesdays), about what is due on Sunday night. Some work will be due on Tuesday or Wednesday if we did an activity in class.

We will spend some class time discussing what works best for the class.

### *Approximate Grade Breakdown Summary*

Assignment Type	Points or percentage
Worksheets or Open Book Quizzes in Canvas, typically 10 to 20 pts.	~20%
Mini-assignments: Video sheets, data interpretation, Google Earth, discussion comments in Canvas, typically 10 to 30pts.	~40%
Critical Thinking Assignments: Spreadsheets, article reviews, 30 to 50 pts	~30%
Final Project and Presentation, 100 pts	~10%
<i>Total</i>	100%

**WORKSHEETS OR OPEN BOOK MINI-QUIZZES IN CANVAS (~20%):** Quizzes usually to be submitted on Sundays following introduction of class content. Open Book, Due Sunday PM, Mostly 10-20 pts., Total ~20%

### **MINI-ASSIGNMENTS (40%)**

- **BREAKOUT ASSIGNMENTS AND ACTIVITIES:** Usually in-class, Tuesdays, paired or group activities involving critical thinking, data interpretation, Jeopardy and escape room
- **IN-CLASS AND SHORT TAKE-HOME ASSIGNMENTS:** Video worksheets, Map and data analysis assignments regarding fluvial systems, working with data through problem-based learning such as drainage basin delineation, Network analysis for connectivity, Assessment of Q data and hysteresis loops of stage and Q, Velocity-area computations with the mid-section and mean-section method, plotting channel cross sections, channel geometry changes using varied data sources, data extraction from USACE hydrographic surveys to examine longitudinal profiles and riffle-pool morphology, Google Earth assignments, field trip participation during class period (if allowed w/social distancing)

**CRITICAL THINKING ASSIGNMENTS (~30%):** *spreadsheet and journal article reviews* designed to assist in learning terminology, find and interpret data sources, use thinking and questioning skills, analyze data

- **SPREADSHEET ASSIGNMENTS:** We will do at multiple spreadsheet assignments involving finding, analyzing, and graphing data as if you were assisting a water manager. We will find data from agencies including USGS and NOAA and learn how to manipulated it in different ways, such as graphing, sorting, searching, and more. We will make streamflow stripes, flow duration curves, flood frequency curves and sediment rating curves and more. You will learn some cool tricks in Excel that might help with future work, whatever your profession, 30-50 pts each
- **JOURNAL ARTICLE REVIEWS (4 total, for grad students):** At the end of each quarter (Drainage Basins and Basin Hydrology, Channel Hydrology, Sediments, Channel Form and Change) we will set aside time for grad students to share their review in class. Your main goal is to review the topic, summarize everything and present a clear understanding of the topic. It involves: 1) Cite journal or report with author, date, title, journal, volume, or website according to a standard convention (APA); 2) For each article, compose a very basic two sentence summary to get the major thrust of the paper: "The author's purpose in writing the article was..." "The author concluded...."; 3) List what struck you as being the four or five most important points in the article using your own words. Go beyond the author's conclusions or the abstract; 4) Find one thought-provoking quote from the article that will generate discussion; followed by a brief response, statement, or question of your own about the quote to provoke discussion; 5) Select an important figure or table from the article. Briefly state, and be prepared to discuss in class, why you think the figure or table is especially meaningful or interesting. If your article does not have one, write N/A; 6) What is the theoretical and applied significance of this article? What (if anything) was interesting or innovative about the paper?; 7) Come up with one thought-provoking question related to each article and express your own thoughts about this question. The class portal has some articles from which readings can be chosen. Students can start there to select articles for review or find readings outside of the repository and review with instructor permission. We will continue to add to the repository over the semester. Two students should not review the same article, so students will declare selection in Canvas posting when an article is assigned. You can save or upload your review as a Word or Google \*.doc or Power Point \*.ppt, 30-40 pts each

**INDIVIDUAL OR GROUP PROJECT (10%):** This can be an individual (usually grads) or a group (usually undergrads) data analysis or research-based or project involving spreadsheets or GIS, or a video project focused on river forms and processes. I will be happy to assist with ideas and data sources. We will discuss multiple options as the semester progresses, and you will share your result with the class. Due Date: mid-April

## **GENERAL OUTLINE: COURSE TOPICS**

### **Week 1: Background and Overview**

- Introduction to Class in an Online Setting
- Background to drainage basins and rivers

### **TYPICAL ASSIGNMENTS**

- Worksheets or Mini-quiz

### **BREAKOUT ASSIGNMENTS**

- Group Hydrograph interpretation

### **VIDEOS**

- Watersheds, Rivers and Floodplains,  
<https://www.youtube.com/watch?v=ButQspZX2yA&list=PLADFiMUo5Nk60U9Ee56bn2ezPgp6jDD03> (Source: Iowa State University, 2014, ~ 8m)
- Formation of floodplains and levees,  
<https://www.youtube.com/watch?v=RwofXUK9HOo>, (Source: CravenGeog, 2014, ~ 4m)
- Fluvial Processes - How Rivers Form (~7 m)  
<https://www.youtube.com/watch?v=ewJimXu3ZLo>
- Colorado River - I Am Red (~3 m)  
<https://www.youtube.com/watch?v=mqYcC7jEe44&pbjreload=101>
- GEOG141 Lecture 28: Rivers (~43 m)  
<https://www.youtube.com/watch?v=qKpCv-nteh0>

### **READINGS**

- Introduction, Chapter 1, p. 1-9, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## **Weeks 2: Basics of Drainage Systems**

- Drainage basins and drainage area
- Drainage networks and patterns

### **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Applying drainage basin delineation by hand and with Stream Stats
- Stream order designation

### **BREAKOUT ASSIGNMENTS**

- TBA

### **VIDEOS**

- Amazon River pirating water from neighboring Rio Orinoco (~2 m)  
<https://www.youtube.com/watch?v=2vUYpIT3XeE>
- When a River Goes Missing, It's Kind of a Big Deal (~3 m)  
<https://www.youtube.com/watch?v=s42dVrSoyQc>
- Lost Rivers trailer (~3m) <https://www.youtube.com/watch?v=Tflb4Fws3lc> (Amazon Prime, <https://www.amazon.com/Lost-Rivers-Caroline-B%C3%A2cle/dp/B00XEJXUWY>)
- Hydrology: Watershed Delineation Example (~ 5m)  
<https://www.youtube.com/watch?v=ajF0DsuuY4k&t=54s>
- The Colorado River Aqueduct (~3m), <https://www.youtube.com/watch?v=O-3jAQ5sd9g>

### **OPTIONAL VIDEOS**

- Deriving River Network & Catchments from a DEM using QGIS (~25 m)  
<https://www.youtube.com/watch?v=xwiHQImEEjw>

### **READINGS**

- The Fluvial System, Chapter 2, p. 10-20, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## **Weeks 3 and 4: Hydrology & Hydrographs**

- Background hydrology
- Natural hydrograph influences
- Anthropogenic influences on hydrographs

### **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Hydrograph Interpretations
- Multi-scalar hydrograph
- Map and Google Earth assignment of rivers and drainage systems
- Animated gif

### **BREAKOUT ASSIGNMENTS**

- TBA

### **VIDEOS**

- Streamgages: The Silent Superhero (~5 m), [https://www.youtube.com/watch?v=9H-0A3nJabM&list=PLfTUZSONTrFF9n3di0Qs4IIU\\_RwYdcj1d&index=5](https://www.youtube.com/watch?v=9H-0A3nJabM&list=PLfTUZSONTrFF9n3di0Qs4IIU_RwYdcj1d&index=5)
- Unit 6.1 Runoff Generation Mechanisms (~16 m), [https://www.youtube.com/watch?v=NG1YwxyaqQA&list=PLfTUZSONTrFF9n3di0Qs4IIU\\_RwYdcj1d&index=3](https://www.youtube.com/watch?v=NG1YwxyaqQA&list=PLfTUZSONTrFF9n3di0Qs4IIU_RwYdcj1d&index=3)
- Storm Hydrograph Overview (~6m), <https://www.youtube.com/watch?v=jJcAS7nhF-A>
- Ice Road Kuskokwim Ice Road - Bethel to Akiak, Alaska 2010.mp4 (~5m), <https://www.youtube.com/watch?v=vSQMtM6-Rg&t=173s>
- North Saskatchewan River Ice - April 25th, 2020 (~2m), <https://www.youtube.com/watch?v=PNFicMygpDw>
- Understanding Environmental Flows (~3m) <https://www.youtube.com/watch?v=cbUrrYq9BmU>

### **READINGS**

- The Fluvial System, Chapter 2, p. 10-20, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## Weeks 5, 6 and 7: Channel Processes

- Stage and Stage-Q relations
- Velocity
- Discharge & Measurement

## TYPICAL ASSIGNMENTS

- Mini-Quizzes
- Working with USGS data
  - Streamflow and stage stripes
  - Stage-discharge rating curves
  - hysteresis loops of stage and Q

## BREAKOUT ASSIGNMENTS

- TBA

## VIDEOS

- USGS Gauging Station (~3m),  
[https://www.youtube.com/watch?v=BaSgOHYhj\\_o&list=PLfTUZSONTrFF9n3di0Qs4IIU\\_RwYdcj1d&index=4](https://www.youtube.com/watch?v=BaSgOHYhj_o&list=PLfTUZSONTrFF9n3di0Qs4IIU_RwYdcj1d&index=4)
- A USGS guide for finding and interpreting high-water marks (~17m)  
<https://www.youtube.com/watch?v=uZYRQLMcVOA&t=110s>
- Flood! (about the Mississippi River flood of 1993 and Stage Hydrographs)
- Estimating Flow Rate using the Float Method (~5m)  
<https://www.inmtn.com/tools/float-method/> (website with video and more)  
<https://www.youtube.com/watch?v=4uS9oOTa4PI> (~4m)
- Stream Discharge Measurement (~12m)  
<https://www.youtube.com/watch?v=9MpyTopzon8>
- Velocity Area Method (~9m) <https://www.youtube.com/watch?v=s5E0T6Puul>
- Overview of Indirect Measurements - Survey Requirements (~8m),  
<https://www.youtube.com/watch?v=YKXsuGW3du0>

## READINGS

- How streamflow is Measured?: [https://www.usgs.gov/special-topic/water-science-school/science/how-streamflow-measured?qt-science\\_center\\_objects=0#qt-science\\_center\\_objects](https://www.usgs.gov/special-topic/water-science-school/science/how-streamflow-measured?qt-science_center_objects=0#qt-science_center_objects)
- How Does a U.S. Geological Survey Streamgage Work?  
<https://pubs.usgs.gov/fs/2011/3001/pdf/fs2011-3001.pdf>
- The Flow Regime, Chapter 3, p. 21-36, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.
- Flow in Channels, Chapter 6, p. 69-92, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## **Weeks 7 and 8: Flood and Drought Analysis**

- Flood and Drought Analysis
- Why extremes matter
- Flow duration curves
- Flood frequency analysis

## **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Working with USGS data
  - Flow duration curves and dimensionless flow duration curves
  - Flood frequency analysis, 100-Year Flood investigation  
<https://www.usgs.gov/atom/99426>
- Jeopardy

## **BREAKOUT ASSIGNMENTS**

- TBA

## **VIDEOS**

- How "levee wars" are making floods worse (~7 m),  
[https://www.youtube.com/watch?v=LTV6RkFneIM&list=PLfTUZSONTrFF9n3di0Qs4IIU\\_RwYdcj1d&index=23](https://www.youtube.com/watch?v=LTV6RkFneIM&list=PLfTUZSONTrFF9n3di0Qs4IIU_RwYdcj1d&index=23)
- Flood Frequency Analysis Basics (~14 m),  
<https://www.youtube.com/watch?v=Nlzik8um65E&t=264s>

## **READINGS**

- U.S. Geological Survey, Fact Sheet 076-03, Effects of Urban Development on Floods, C. P. Konrad, <https://pubs.usgs.gov/fs/fs07603/>
- Robert R. Holmes, Jr. and Karen Dinicola, 2010, 100-Year Flood—It's All About Chance: Haven't we already had one this century? [https://pubs.usgs.gov/gip/106/pdf/100-year-flood\\_041210web.pdf](https://pubs.usgs.gov/gip/106/pdf/100-year-flood_041210web.pdf)



## **Week 9: Hillslope and Bank Erosion, Sediment Production**

- Hillslope Erosion
- Bank Erosion

### **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Mapping gullies from Google earth

### **BREAKOUT ASSIGNMENTS**

- TBA

### **VIDEOS**

- Mass movement (~4m), <https://www.youtube.com/watch?v=YW8BKbpaXPI>
- Water erosion (~4m), [https://www.youtube.com/watch?v=ofhQvAu\\_L1I](https://www.youtube.com/watch?v=ofhQvAu_L1I)
- UP2US - Gully Erosion (~5m), <https://www.youtube.com/watch?v=TZ0loj1YBjY>
- Streambank erosion drone survey (~1m), New Zealand, <https://www.youtube.com/watch?v=pOxk5-tNjyY>
- River bank erosion in Bangladesh (~5m), <https://www.youtube.com/watch?v=izHmK578rzE&t=124s>
- The devastating Padma River in Bangladesh swallowed the newly constructed Omar Ali High School (~3m), <https://www.youtube.com/watch?v=bZ-yFliccAw>

### **READINGS**

- Sediment Sources, Chapter 4, p. 36-51, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.
- Large-scale sediment transfer, Chapter 5, p. 51-68, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## Week 10: Sediments in Rivers

- Sediment Terminology and classification
- Bed material
- Sediment Erosion
- Sediment Transportation
  - Suspended load
  - bed load
  - wash load
- Sediment Deposition

### TYPICAL ASSIGNMENTS

- Mini-Quizzes
- Working with USGS data
  - Sediment rating curves

### BREAKOUT ASSIGNMENTS

- TBA

### VIDEOS

- Grain Sizes of Clastic Sedimentary Rocks (~2m)  
[https://www.youtube.com/watch?v=-AaRf\\_GvqB4](https://www.youtube.com/watch?v=-AaRf_GvqB4)
- Erosion - River Processes and Landforms (Preview) (~2m)  
<https://www.youtube.com/watch?v=TNqmAi2ztyE>
- Erosion and sedimentation: How rivers shape the landscape (~3m)  
<https://www.youtube.com/watch?v=EMwGPPJ1Umk>
- 1-Fluvial type (~9m)  
<https://www.youtube.com/watch?v=TCOkDN4gjo&list=PLfhL43gLKJ5kMV4UjBbkHvL2tHSV99nle>
- Transport of sediment by flowing water (~3m)  
<https://www.youtube.com/watch?v=ISAxgUoAmk4&t=108s>
- 2-Sediment transport (~11m) <https://www.youtube.com/watch?v=kKXd0dv6ae4>
- River Sediment Measurement (~8m) <https://www.youtube.com/watch?v=8GNhjJAELIA>
- 3- Unidirectional bedforms (~15m)  
[https://www.youtube.com/watch?v=mEqdT\\_Hmb2w&list=PLfhL43gLKJ5kMV4UjBbkHvL2tHSV99nle&index=3](https://www.youtube.com/watch?v=mEqdT_Hmb2w&list=PLfhL43gLKJ5kMV4UjBbkHvL2tHSV99nle&index=3)

### READINGS

- Large-scale sediment transfer, Chapter 5, p. 51-68, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.
- Processes of Erosion, Transport, and Deposition, Chapter 7, p. 93-116, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## **Weeks 11, 12, and 13: Channel Morphology and Channel Changes**

- Cross sections
- Channel planform and pattern
- channel profiles

### **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Working with USGS cross-sectional data
- Google earth channel planform
- Jeopardy

### **BREAKOUT ASSIGNMENTS**

- TBA

### **VIDEOS**

- How to Measure a Stream Cross Section (~4m)
- [https://www.youtube.com/watch?v=7gFzC\\_bX7Tw](https://www.youtube.com/watch?v=7gFzC_bX7Tw) (~4m)
- Virtual Field Trip: River Terraces in Glen Canyon Park (~1 m)  
<https://www.youtube.com/watch?v=7blkZdgvjKA>
- River Processes and Landforms (Preview) (~2m)  
<https://www.youtube.com/watch?v=m7xwWGXUCXA>
- What is a meander- describes meandering streams, rivers and oxbow lakes (~2m)  
<https://www.youtube.com/watch?v=STgbHFvUMIE>
- Generate Slope or River Cross Section Profile using Google Earth Pro (~5m)  
<https://www.youtube.com/watch?v=IFNUhiqtdmE>
- How to extract contour lines And DEM from Google Earth (~10m)  
<https://www.youtube.com/watch?v=yXCbHm9sISA>

### **READINGS**

- Channel Form and Behavior, Chapter 8, p. 117-156, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.
- System Response to Change, Chapter 9, p. 157-176, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

## **Weeks 14 and 15: Applied fluvial geomorphology and Synthesis**

- Human activities
- River management
- Applied fluvial geomorphology

### **TYPICAL ASSIGNMENTS**

- Mini-Quizzes
- Student projects

### **BREAKOUT ASSIGNMENTS**

- TBA

### **VIDEOS**

- Cadillac Desert 102 An American Nile (~55 m)  
<https://www.youtube.com/watch?v=hmCa5ZUDrQw>
- Unnatural Wonder: A 16-day Journey to the Heart of the Colorado River (~29 m)  
[https://www.youtube.com/watch?v=y\\_s3b-1nrI8](https://www.youtube.com/watch?v=y_s3b-1nrI8)
- Glen Canyon Dam High Flow Releases (~13 m)  
<https://www.youtube.com/watch?v=kNmtWUBYf0s&t=53s>
- Lawn Lake Dam Failure 1982 (~15m), <https://www.youtube.com/watch?v=npzp-YD8Vc8>
- Sediment Removal Techniques for Reservoir Sustainability (~3 m)  
<https://www.youtube.com/watch?v=4v2o6tElz-E>
- A Tale of Two Rivers--Mississippi River Flood of 1927 excerpt part 1, 2002 (~14 m)  
<https://www.youtube.com/watch?v=UGy4DgeaZNo>
- A Tale of Two Rivers--Mississippi Part 2 1, 2002 (~10 m)  
[https://www.youtube.com/watch?v=DulwXN\\_xRbl](https://www.youtube.com/watch?v=DulwXN_xRbl)

### **READINGS**

- Managing River Channels, p. 177-200, Chapter 10, Charlton, R. (2007). Fundamentals of fluvial geomorphology. Routledge.

**INSTRUCTIONAL METHODS:** In this course, much of the learning is done through assignments and discussions that involve data analysis, critical thinking, and synthesizing information.

**ONLINE LEARNING COMMENTARY:** By now, you already know the basics of how to increase your chances of staying healthy during the semester, including wearing masks, social distancing, avoiding large gatherings, forming pods, avoiding places like restaurants, bars and gyms, etc. Do your best to keep yourself from getting sick, but please keep me posted if you become ill. Because we are online, this class will not put you at increased risk. However, some things will probably go wrong with technology during the semester on either end of our communications, including Zoom outages and low band-width problems here and there. Please be understanding of problems on my end and I will be understanding of issues on your end. Expect glitches to happen. If outages or problems are frequent, I will reduce Zoom meetings in favor of other options for engaged learning.

**HYFLEX:** Students enrolled in the FTF sections should know the current news and needs in terms of aiming for a successful spring semester. The news is mixed.

- Our positivity rate for COVID-19 cases at UF currently stands at 2%. This is nearly 5-fold less than the positivity rate for the state of Florida (UF memo dated 12/9/2020)
- The University of Florida, which has more than 50,000 students, recorded over 4,000 cases among students during its fall semester (The Guardian, Jan 4, 2021)
- Testing has been ramped up significantly for the spring, with routine surveillance testing occurring every 2 weeks for students in sororities and fraternities, living in residence halls or **attending face-to-face classes**. UF memo dated 12/9/2020)
- Classrooms will be cleaned daily (UF memo dated 12/9/2020)

**ONLINE RECORDING DISCLOSURE:** Our class sessions may be audio-visually recorded for students in the class to access later and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**ATTENDANCE POLICY:** When we have synchronous meetings, please do your best to attend and participate in the course throughout the duration of the term. If the internet connectivity is a problem, let me know if you were unable to participate. Please communicate when there is a problem. All assignments will be listed in the course schedule, and specific due dates can be found in the calendar. Requirements for class attendance and assignments in this course are consistent with university policies that can be found in the current UF Undergraduate Catalog

**HONOR CODE:** 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies 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 of this class.

**STUDENTS WITH DISABILITIES AND OTHER CONCERNS** "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please take care of your health and be aware that the University Counseling Center (<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575), the Student Health Care Center (392-1161) and Student Mental Health (392-1171) can assist students as they work through personal, academic, and social issues. Provide advance notice and obtain documentation for excused absences where possible. If needed, University Police Department can be contacted at 392-1111 or Dial 9-1-1 for emergencies.

**COMMON SENSE ADULT BEHAVIOR** Please minimize distractions to yourself and others during class time (mute when appropriate, pay attention, etc.).

**GETTING HELP IN CANVAS:** For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu>; (352) 392-HELP (4357); Walk-in: HUB 132  
Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you need to resubmit.

**EVALUATIONS:** 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 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/>.