GEO 3334/6335 Managing for a Changing Climate

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

COURSE SYLLABUS

Instructor:	Dr. Esther Mullens	Term:	Spring 2024
Office:	TUR 3138	Class Meeting Days:	Tuesday
Phone:	use email	Class Meeting Hours:	Periods 6-7 (12.50-2.45pm)
Email:	**emullens@ufl.edu**	Class Location:	TUR 3006
Office Hours:	Thursday 9.30-12pm or by appointment	Course Credits:	3 hours

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. This course is cross listed as grad/undergrad.

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.

Additional information specific to graduate students is shown in blue

II. Pre-requisites

III. General Education Objectives

This course is both a physical science (P) and international (N) subject area course in the UF General Education Program.

Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world

These general education objectives will be accomplished through:

- Discussion and explanation of the fundamental basic science underlying natural, and anthropogenic climate change (e.g., enhanced greenhouse effect, basic exchanges of heat and energy between the Earth and Space, and within the atmosphere), and the lines of evidence that link human activity to a changing Earth (P).
- Evaluate natural climate variability and how it influences Earth's climate system on annual to century timescales (P).
- Analysis of climate monitoring, including basic structure of global and regional climate models, and the correct and incorrect uses of these tools and their projections. We use activities to evaluate how 'downscaling' of climate model data is used by decision-makers to plan for the future. We evaluate key uncertainties associated with climate data (P).
- Discussion of the past and present of international climate policy, climate negotiations, and the United Nations Intergovernmental Panel on Climate Change. Students must pick a country to study throughout the duration of the course, gathering information pertaining to that country's geography, climate change threats, social, environmental, and economic vulnerability, and its historic engagement in international climate mitigation efforts (N).
- Description and explanation of culture, and the effects of a changing climate on society and culture, including issues particular to indigenous communities (N).
- Discussion of the effects of a changing climate on human sectors, such as the built environment, urban and rural communities, and transportation. Students will assume the role of city managers, and urban planners, who must reflect on how they plan in the face of 'deep uncertainty.' Frameworks for assessing vulnerabilities are introduced (P, N).
- Discussion of the effects of a changing climate on ecosystems, both regional and international. Focus in paid to marine and coastal systems, wetlands, agriculture and forestry (P, N).
- Evaluation, roleplaying, and discussion of climate change misinformation and how to identify and tackle it, both from an intellectual/logical perspective, and from a relational perspective. We examine how to communicate climate change effectively and manage issues associated with diverse ideologies and skepticism (P, N).

IV. Student Learning Outcomes

At the end of this course, students will be expected to achieve the following learning outcomes in content, communication, and critical thinking:

- **Content**: *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the subject area.* 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. **Graduate students:** Each graduate student will create and facilitate a 30-minute discussion on a topic of their choice in the latter half of the semester. More instructions will be provided

to those students by early October. Graduate students must demonstrate substantive literature review from professional peer-reviewed sources in their paper and project work.

- **Communication**: *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.* 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 particular 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 completing 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.
- **Critical Thinking**: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area*. 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 known 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) In addition, 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.

V. Materials and Supplies: Computer

The live portion of this course will be held in TUR 3006, which is a classroom/lab room. We will meet in the back of the classroom. The informal arrangement of this portion of the classroom is appropriate for our discussion and group activities. Students should expect to use computers almost every week. If you are not in possession of your own or do not wish to bring it to class, you may use one of the several desktop computers available in this lab space. Students must provide their own laptop computer on which to work on assignments and exams during and/or 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.

VI. 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.

VII. 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. 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. **Graduate students** will facilitate a discussion each and this will involve additional assessment criteria which will be posted to canvas in advance. 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.**

Evaluation and Grading

A minimum grade of C is required for general education credit (undergraduates only)

- **Attendance and participation in weekly activities (15%):** Class attendance is mandatory 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 both a student's physical presence in class. Participation (10%) involves their engagement in class activities and discussions, and fulfillment of those activities to good standard (rubric is provided on canvas). Most class activities include brief written evaluations/reflections. Students may be excused from absences with appropriate documentation according to the university policy (more information provided below). Students that have an excused absence may still be responsible for completing the in-class activity in their own time.
- **Graduate students:** Discussion facilitation (5% out of the 10% participation) will grade students on the clarity and relevance of their selected topic area and discussion prompts, as well as their management of the discussion (e.g., in generating open-ended questions, responding, and furthering the discussion, keeping it on point etc.)

- **Homework summaries (20%):** Weekly short summaries/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.

- **Papers (25%):** 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 (2-3 pages, 5%); Paper 2: Climate change projections & economic impacts (5-7 pages, 10%); Paper 3: Climate impacts on society and ecosystems (5-7 pages, 10%). The paper and written assignments rubric will apply and is provided to students on canvas.
- **Graduate students:** The paper themes are as follows: Paper 1: Physical and social geography (**3 pages**, 5%); Paper 2: Climate change projections & economic impacts (**6-9 pages**, 10%); Paper 3: Climate impacts on society and ecosystems (**6-9 pages**, 10%). Students are expected to draw substantially from **peer-reviewed literature and other expert sources** (e.g., Government and NGO reports) – with **at least 5 peer-reviewed journal citations for papers 2-3**. Students will also be expected to include at least 2-6 figures/graphics per paper.

- **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 brief written assignments, where students must present justification for the 3-5 policy resolutions their nation supports, including any amendments (max 2 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 2 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.

- **Climate Assessment Final Project (10%):** The final project will be conducted post-spring break and is due May 1. Students will pick a region of interest, perhaps their hometown, favorite area etc., and conduct a short climate assessment, including vulnerabilities, future climate hazards, and adaptation/mitigation options. This cumulates in an information brochure-style report (5-7 pages) that highlights their findings.

Assignments and Exams	Percent of Final Grade
Attendance/in-class activities (one 'pass' provided – *no passes for project weeks)* *Graduate students only* – facilitated discussion	5%/10% 5% (of 10% participation)
Written worksheets/short answer (lowest 2 grades dropped)	20%
Papers (3)	25%
UNFCCC Project (4)	30%
Climate Assessment Final Project	10%
Total	**100%**

Grading Scale (%)	
92.0 – 100	A
89.5 – 91.99	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/2023-2024/#spring24text

Drop/Add Ends:	Jan 12
MLK Day	Mon, January 15
Spring Break	Mar 9-15
Reading Days	Apr 25-6
Finals Week	Apr 29-May 3
Spring 2024 Grades Visible on https://one.uf.edu/dashboard/	After May 8

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 8 (1)	Course Introduction; Unit 0	Ice breaker Course overview	Code of conduct Quiz Course/syllabus Quiz (Jan 11)
Jan 15 (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 17)
Jan 22 (3)	1.3 Natural Climate Variability	Modes of variability & impacts on society	Week 2 HW due Jan 23
Jan 29 (4)	2.1 Modeling our Global Climate 2.2 Modeling our Regional Climate	Experiments with climate model data	Week 3 HW due Jan 30 **Paper 1 due Feb 4**
Feb 5 (5)	3.1 Using Climate Projections 3.2 Observing our climate	Using climate data for decisions roleplay	Week 4 HW due Feb 6 **Project 1 recorded presentations due Feb 11**
Feb 12 (6)	3.3 Climate Change Assessments	**Presentations Q&A (Project 1)** Developing a climate assessment	Week 5 HW due Feb 13
Feb 19 (7)	4.1 Introduction to Policy and Economics	**Discussion** Carbon Wedge Game.	Week 6 HW due Feb 20
Feb 26 (8)	4.2 Vulnerability and Culture (I)	**Discussion** Teams prepare for debate	Week 7 HW due Feb 27
Mar 4 (9)	4.2 Vulnerability and Culture (II)	**Policy debate (Project 2)**	**Team factsheets due Mar 3** **Paper 2 due Mar 10**
Mar 11-15	**Spring Break; No Class**		
Mar 18 (10)	5.1 Impacts to Climate Systems	**Discussion** "Decisions for the decade" game/roleplay	Week 8&9 HW due Mar 19
Mar 25 (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 Mar 26
April 1 (12)	5.4 Impacts to Human Health and Security	Human health and climate activity	Week 11 HW due Apr 2 **Paper 3 due Apr 7**
Apr 8 (13)	6.1 Climate communication	Effective climate change communication. **Discussion** & roleplay	Week 12 HW due Apr 9
Apr 15 (14)	6.2 Adaptation Strategies	**Discussion** Climate assessment preparation exercises.	Week 13 HW due Apr 14
Apr 22 (15)	Preparation for speeches and final debate	**Final speeches (Project 3)**	Week 14 HW due Apr 23 **Project 4 pre-debate material due Apr 28**
Apr 29-May 3	**Finals Week (Project 4 Final Debate, time TBC)**		**Climate Assessment due May 1** **Project 4 reflection due May 3**

*full assignment information in Canvas

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

Attendance: Attendance in this class is considered mandatory. 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/ugrad/current/regulations/info/attendance.aspx.
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 will be assessed a penalty: ten percentage points for each day (24-hr period) that the assignment is late. Assignments will not be accepted if overdue by more than seven days. *It is always worth emailing me if you foresee a problem as I can usually find a way to accommodate for any legitimate issue. I typically cannot do so if I only hear after the fact.*

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. 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.

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.

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.

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.

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 me asap explaining the situation and a timeline for repair.

Blank or corrupted files will be treated as missing by the instructor and late deductions will apply.

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/.

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

You may be aware that there now exists some advanced AI-based tools over the internet which can essentially do elements of your work for you. While such tools can be revolutionary in terms of the help they provide us in addressing certain challenges, they should not be used as a way to avoid doing the dirty work of learning ourselves. For our course work, this tool poses some issues, and so below I lay out a policy regarding use of such tools that I expect the class to adhere to.

(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.**

XIII. 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.

XIV. 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.

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. From personal experience, being the first female in my family to obtain a university degree, and the first at all to attain a PhD (internationally), I am particularly cognizant that many of you may feel out of place at such a large and prestigious place as UF. This can be amplified when you represent a minority. Make no mistake, you are here because you deserve to be, and you have the potential to do great things. 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.

XV. Campus Resources for Students:

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via email at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services at career.ufl.edu/.

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

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit https://counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit https://shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.