GEO 3334 Managing for a Changing Climate

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

COURSE SYLLABUS

Instructor:	Dr. Esther Mullens	Term:	Spring 2025
Office:	TUR 3138	Class Meeting Days:	Wednesdays
Phone:	use email	Class Meeting Hours:	Periods 6-7 (12.50-2.45pm)
Email:	**emullens@ufl.edu**	Class Location:	**TUR 3018**
Office Hours:	Thursdays 12.30-3pm or by appointment	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: Basic English writing/composition course.

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.

- **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 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. Students should expect to use laptop computers almost every week. Group work is expected, so if you are unable to bring your own laptop on a particular week or week(s), you should still be able to work in a group. 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.
- 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.**

Evaluation and Grading
<u>A minimum grade of C is required for general education credit</u>.

<u>Attendance and participation in weekly activities (20%):</u>
- **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.

- **<u>Homework summaries (25%):</u>** 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.

- **<u>UNFCCC Papers (25%)</u>**
- **There are three essay papers related to our internation UN Convection work** 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.
- 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.
- **There are no drops or waivers for the papers** (i.e., your total grade for the papers will include individual papers 1-3 grades)

- **<u>UN Framework Convention on Climate Change (UNFCCC) policy project (30%):</u>** 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 *One unexcused absence dropped from final grade.*	10%
In-Class Participation *Your lowest score dropped from final grade.*	10%
Written worksheets *Your lowest score dropped from final grade*	25%
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/2024-2025/#spring25text
   Drop/Add Ends: Jan 17
   MLK Day   Mon, January 20
   Spring Break   Mar 15-22
   Reading Days   Apr 24-5
   Finals Week   Apr 26-May 2
   Spring 2025 Grades Visible on https://one.uf.edu/dashboard/   After May 7

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 13 (1)	Course Introduction; Unit 0	Course overview *Online asynchronous due to Instructor conference*	Week 1 HW/about you Syllabus quiz
Jan 20 (2)	1.1 Energy in the Climate System 1.2 Climate and Carbon	Ice breaker and FAQ Interactive exercises on climate, energy, and carbon	Students select country and groups formed (Jan 25)
Jan 27 (3)	1.3 Natural Climate Variability	Modes of variability & impacts on society	Week 2 HW due Jan 29
Feb 3 (4)	2.1 Modeling our Global Climate 2.2 Modeling our Regional Climate	Experiments with climate model data	Week 3 HW due Feb 5 **Paper 1 due Feb 10**
Feb 10 (5)	3.1 Using Climate Projections 3.2 Observing our climate	Using climate data for decisions roleplay	Week 4 HW due Feb 12 **Project 1 recorded presentations due Feb 16**
Feb 17 (6)	3.3 Climate Change Assessments	**Presentations Q&A (Project 1)** Developing a climate assessment	Week 5 HW due Feb 19
Feb 24 (7)	4.1 Introduction to Policy and Economics	**Discussion** Carbon Wedge Game.	Week 6 HW due Feb 26
Mar 3 (8)	4.2 Vulnerability and Culture (I)	**Discussion** Teams prepare for debate	Week 7 HW due Mar 5
Mar 10 (9)	4.2 Vulnerability and Culture (II)	**Policy debate (Project 2)**	**Team factsheets due Mar 9 Paper 2 due Mar 16**
Mar 17-22	Spring Break; No Class		
Mar 24 (10)	5.1 Impacts to Climate Systems	**Discussion** "Decisions for the decade" game/roleplay	Week 8&9 HW due Mar 30
Mar 31 (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 2
April 7 (12)	5.4 Impacts to Human Health and Security	**Discussion** Human health and climate activity	Week 11 HW due Apr 9 **Paper 3 due Apr 13**
Apr 14 (13)	6.1 Climate communication	Effective climate change communication. **Discussion** & roleplay	Week 12 HW due Apr 16
Apr 21 (14)	6.2 Adaptation Strategies	**Prepared speeches (Project 3)** Final debate preparation	Week 13 & 14 HW due Apr 25 **Project 4 pre-debate material due Apr 27**
Apr 28-May 2	**Wednesday Apr 30 10am-noon**		**Project 4 reflection due May 3**

*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: 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, that were not excused based on university policy, will be assessed a penalty: five percentage points within the first day, then 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.

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 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.

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.

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 uploaded by the due date will be treated as missing by the instructor and late deductions will apply.

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. 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.

XVI. 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.