

SPM 5107 – Sport Event Management: Principles and Applications – Fall 2019

Instructor: Dr. Cynthia Willming

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Office Hours: Tuesday 12:30 pm – 1:00 pm, Wednesday 1:00 pm – 3:30 pm, & by appointment

Department Chair: Dr. Michael Sagas

Course Description: Sport Event Management introduces students to the planning and management of sport events through the strategic and systematic process of event management, exploring the phases and structural domains associated with the EMBOK model. Students learn key managerial issues associated with risk management, event marketing, sponsorships, human resources, operations, and evaluations among other topics through case studies, readings, discussions, lectures, and assignments.

Course Pre-Requisites/Co-Requisites: None

Course Objectives: By the end of the course, student will be able to:

- Evaluate the application of event management to sport events.
- Enhance leadership behaviors to successfully manage diverse populations.
- Create risk management solutions to minimize, transfer, or avoid risks related to sport events.
- Devise sustainable best practices for sport events.
- Respond appropriately to managerial challenges facing sport event managers.

Required Textbook: Frawley, S. (2017). *Managing Mega Sport Events*. Routledge: New York, NY. Additional readings and case studies are provided by the instructor through Canvas.

Instructional Methods: The instructional methods for this course consist of online lectures, readings, online discussions, online videos, and experiential learning to provide students with a variety of learning methods. Students are to watch online lectures, complete assigned readings, and complete assignments.

Evaluation of Grades or Assessments: Students will be assessed based on the assignments below:

Assignments	Points	Grade
1. Sport Event Observation Paper	100	14%
2. Special Events Contingency Planning for Public Safety Agencies Certificate	75	10.5%
3. Active Shooter: Certificate	75	10.5%
4. Sustainability Best Practices Paper	50	7%
5. Assignments A-I	266	37%
6. Sport Event Management Project	150	21%
Total Points	716	100%

Grading Policy:

A	93-100	4.0	B+	87-89	3.33	C+	77-79	2.33	D+	67-69	1.33	E	59 & below	0.0
A-	90-92	3.67	B	84-86	3.0	C	74-76	2.0	D	64-66	1.0			
			B-	80-83	2.67	C-	70-73	1.67	D-	60-63	0.67			

Grading Rubric for Papers				
Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Purpose	The writer's central purpose or argument is clear to the reader.	The writing has a clear purpose or argument but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and there is some variety in length and structure. The flow from sentence to sentence is generally	Some sentences are awkwardly constructed so that the reader is Occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and represented.	Professionally legitimate sources that support claims are generally present and attribution is for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer- reviewed professional journals or other approved sources (e.g., government documents, agency manuals, etc.). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, etc.). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer- reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of American Psychological Association (APA)	APA format is used accurately and consistently in the paper and on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.
		smooth.		
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words are limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, & Writing Mechanics (punctuation, italics, capitalization etc.)	The writing is free or almost free of errors. One error.	There are occasional errors, but they do not represent a major error. Two to four errors	The writing has many errors, and the reader is distracted by them. Five to eight errors	There are so many errors that meaning is obscured. The reader is confused and stops reading. More than nine errors
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in assignment.

Weekly Course Schedule of Topics

Modules	Topics	Readings
#1	Course Introduction	Course Syllabus
#2	<p>Sport Events as Projects</p> <p style="text-align: center;"><i>Event Terminology</i> (week Aug 27)</p> <p style="text-align: center;"><i>Project Management</i> (week Aug 27)</p> <p style="text-align: center;"><i>Event Management</i> (week Sept 3)</p>	<p>Ch 1 Sport mega-events: managerial dimensions – STEPHEN FRAWLEY</p> <p>Ch 2 What makes an event a mega-event? Definitions and sizes – MARTIN MÜLLER</p> <p>Gammon, Sean (2011) Sports events: Typologies, people and place. In: The Routledge Handbook of Events. Routledge, pp. 104-118. http://clok.uclan.ac.uk/4988/13/Gammon01.pdf or PDF.</p> <p>Munteanu, S. Project and Sport Events Management. Review of International Comparative Management. (1). 441-446. PDF</p> <p>Sousa, M. et. al. (2016). Models for Project Management in 2016 Olympic Games, International Journal of Economics and Statistics, Vol 4, pages 32-38. http://www.naun.org/main/NAUN/economics/2016/a122015-167.pdf or PDF.</p> <p>Jinquan, Z. (2016). Special Event Project Management and Marketing: A Case Study of the 59th Grand Prix 2012 in Macau. Asia Pacific Journal of Sport and Social Science. Vol. 5 (3), pages 187-201. https://www.tandfonline.com/doi/pdf/10.1080/21640599.2016.1232339?needAccess=true or PDF.</p> <p>Grabher, G., & Thiel, J. Projects, people, professions: Trajectories of learning through a mega- event (the London 2012 case). <i>Geoforum</i> (2015). https://www.researchgate.net/publication/302559036_Projects_people_professions_trajectories_of_learning_through_a_mega-event_the_London_case or PDF.</p> <p>Julia Rutherford Silvers – EMBOK and Event Management http://www.juliasilvers.com/embok.htm</p>
#3	<p>Event Management: Initiate</p> <p style="text-align: center;"><i>Mission Statement, SMART Goals, & Data Collection</i> (week Sept 10)</p> <p style="text-align: center;"><i>SWOT Analysis, 5Ws, & Stakeholders</i> (week Sept 17)</p>	<p>Kriemadis, T. (2009). Strategic Planning in University Athletic Departments in the United Kingdom. The Sport Journal., pages 1-14. http://thesportjournal.org/article/strategic-planning-in-university-athletic-departments-in-the-united-kingdom/ or PDF.</p> <p>Comana, A. & Ronenb, B. (2009). Focused SWOT: diagnosing critical strengths and weaknesses. International Journal of Production Research Vol. 47, No. 20, pages 5677–5689. https://en-coller.tau.ac.il/sites/nihul_en.tau.ac.il/files/RP_145_RonenBoaz.pdf or PDF.</p>

	<p><i>Market Segmentation</i> (week Sept 24)</p>	<p>Schmid, B., Kexel, C., & Djafarova, E. (2016). Multidimensional Sports Spectators Segmentation and Social Media Marketing. World Academy of Science, Engineering and Technology International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, Vol:10, (8). Pages 2657-2660.</p>
#4	<p>Event Management: Planning</p> <p><i>Organizational Structure, Work Breakdown Structure (WBS), Gantt Chart, & Critical Path Analysis</i> (week Oct 1)</p> <p><i>Leadership, Theories, & Emotional Intelligence</i> (week Oct 8)</p>	<p>Kenley, R. & Harfield, T. (2014). Reviewing the IJPM for WBS The Search for Planning and Control. Procedia – Social and Behavioral Sciences, (119), pages 887-893. https://reader.elsevier.com/reader/sd/pii/S1877042814021909?token=5BE773366A84D0AA8F0FD6BC4418FC6ECF599336C5F1177D15AAF7789A09C395CC2D7473CD79A7D84690B42C271EE89D or PDF.</p> <p>Ahmadya, G., Mehrpourb, M., & Nikooraveshb, A. (2016). Organizational Structure. Procedia – Social and Behavioral Sciences, 230, pages 455 – 462. https://reader.elsevier.com/reader/sd/pii/S1877042816311582?token=1C878E86DA47440768BFC885B7E1E946B95D81ED68BA48A9D51049873ED803B9E40DADA190DBE453B1BC2CE095CDFC4F or PDF.</p> <p>Wallace, C. (1922). The Gantt Chart: A Working Tool of Management. New York: The Ronald Press Company. *Google this book to download.* Read: Chapter 1 – The Principles of the Gantt Chart. Pages 1-8. Chapter 2 – How to Draw a Gantt Chart. Pages 9-16. Chapter 3 – The Application and Use of the Gantt Chart. Pages 17-21. Chapter 5 – The Man Record Chart. Pages 35-52. Chapter 10 – Conclusion. Pages 137-140.</p> <p>Dugalic, S. (2013). Management of activities in the opening of sporting events through the techniques of network planning. SportLogia, 9(2), 69-79. https://www.sportlogia.com/no8engl/eng2.pdf or PDF.</p> <p>R. Müller, R. Turner. (2010). Leadership Competency Profiles of Successful Project Managers. International Journal of Project Management, 28 (5) (2010), pp. 437-448. https://busm1271.files.wordpress.com/2010/05/leadership-competency-profile1.pdf or PDF.</p> <p>Obradovic, V., Jovanovic, P., Petrovic, D., Mihic, M. & Mitrovic, Z. (2013). Project Managers’ Emotional Intelligence – A Ticket to Success. Social and Behavioral Sciences, Vol 74, pp. 274- 284. https://ac.els-cdn.com/S1877042813004631/1-s2.0-S1877042813004631-main.pdf?_tid=bab61a86-09fa-11e8-aea9-00000aacb361&acdnat=1517783491_63af83bb8d9151c12cf879e4e6634ffc or PDF.</p> <p>Trivellas, P. & Drimoussis, C. (2013). Investigating Leadership Styles, Behavioural and Managerial Competency Profiles of Successful Project Managers in Greece. Social and Behavioral Sciences, Vol 73, pp. 692-700. https://www.researchgate.net/publication/257718791_Investigating_Leadership_Styles_Behavioural_and_Managerial_Competency_Profiles_of_Successful_Project_Managers_in_Greece or PDF.</p>

	<p><i>Volunteers & Recruitment, Training, Evaluation, & Recognition</i></p> <p>(week Oct 15)</p>	<p>Türksoya, A., Keskin, B., & Duranc, C. (2015). Examining Emotional Intelligence and Leadership Skills of Trainers. <i>Procedia – Social and Behavioral Sciences</i>, 185, pages 117-122. https://reader.elsevier.com/reader/sd/pii/S1877042815022521?token=FE075A048D730179EDD2121FD0325213BF2620BD69259F96D964F31FC1E1D53B15BE1510DED9199E04439639E0517632 or PDF.</p> <p>Koutrou, Niki. (2014). Measuring Olympic Volunteers’ Motivation. Edited Volume of 12th International Conference of Olympic Research. Retrieved from: https://www.researchgate.net/publication/309704968_Measuring_Olympic_Volunteers'_Motivation</p> <p>Lee, CK, Reisinger, Y, Kim, MJ. (2014) The influence of volunteer motivation on satisfaction, attitudes, and support for a mega-event. <i>International Journal of Hospitality Management</i> 40: 37– 48. https://www.researchgate.net/publication/261371481_The_influence_of_volunteer_motivation_on_satisfaction_attitudes_and_support_for_a_mega-event</p> <p>Noordegraaf, M. & Celebi, M. (2015). The Challenges of Volunteering During International Sport Organizations/Events. <i>International Journal of Human Sciences</i>, Vol 12: 1, 1263-1279. Doi:10.14687/ijhs.v12i1.3238 https://www.researchgate.net/profile/Mueberra_Celebi/publication/276083410_The_challenges_of_the_volunteerism_process_during_international_sport_organizationevents/links/56d5aefb08aee1aa5f73070e/The-challenges-of-the-volunteerism-process-during-international-sport-organizations-events.pdf</p> <p>Warner, S. Newland, B.L. & Green, C. Beyond motivation, considering volunteer management tools. <i>Journal of Sport Management</i>. 25, 391-407. https://journals.humankinetics.com/doi/pdf/10.1123/jsm.25.5.391 or PDF.</p>
#5	<p>Event Management: Execute</p> <p><i>Logistics Customer, Site Plan, Supplier, F&B, Security, Flow, VIPs, Crowd Management, Emergency Plan, & Communication</i></p> <p>(week Oct 22)</p>	<p>Rubens de Menezes, Thais & Sousa, João. (2014). Transportation and Urban Mobility in Mega- events: The Case of Recife. <i>Procedia – Social and Behavioral Sciences</i>. 162. 218-227. 10.1016/j.sbspro.2014.12.202. https://ac.els-cdn.com/S1877042814063034/1-s2.0-S1877042814063034-main.pdf?_tid=0b4aebb0-0a10-11e8-ad99-00000aab0f27&acdnat=1517792646_f775b817c9db97868aa190ee7b781f0d</p> <p>Shixiang, Z. (2012). Research on Exhibition Logistics Information Platform Construction. <i>Applied Mechanics and Materials Online</i>, Vols. 241-244, pp 3205-3208. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.908.7289&rep=rep1&type=pdf</p> <p>Managing Major Events: Best Practices from the Field. (2011). Police Executive Research Forum, Washington, D.C. 20036. https://www.policeforum.org/assets/docs/Critical_Issues_Series/managing%20major%20events%20-%20best%20practices%20from%20the%20field%202011.pdf</p> <p>Bureau International des Expositions. Planning an Exceptional Expo: Expo 2020 Dubai 2016 Annual Review. http://profex-cis.ru/uploadedFiles/files/Dubai_Expo_2020.pdf</p>

<p><i>Risk Management, Sport Events, Risk Assessment, & Other Responses to Risk</i></p> <p>(week Oct 29)</p>	<p>Ch 4 Risk Management for the Olympics and Football World Cup – WILL JENNINGS</p> <p>Ramón Spaaij (2016) Terrorism and Security at the Olympics: Empirical Trends and Evolving Research Agendas, <i>The International Journal of the History of Sport</i>, 33:4, 451-468, https://doi.org/10.1080/09523367.2015.1136290</p> <p>Wylde, A. & Page, S. (2015). Safety, Security and Event Management: A Case Study of the London Olympics and the Private Sector Industry. In: Page, S. & Connell, J. (eds). <i>The Routledge Handbook of Events</i>. Routledge, New York. PDF</p> <p>Connors, E. (2007). Planning and Managing Security for Major Special Events: Guidelines for Law Enforcement. U.S. Department of Justice: Office of Community Oriented Policing Services. PDF</p> <p>Managing Major Events: Best Practices from the Field. (2011). Police Executive Research Forum, Washington, D.C. 20036.</p> <p>*Please read Chapter 9: Post-Event Litigation: Strategies to Prevent Lawsuits While Ensuring Accountability – 40-48. https://www.policeforum.org/assets/docs/Critical_Issues_Series/managing%20major%20events%20-%20best%20practices%20from%20the%20field%202011.pdf</p> <p>Toohy, K. & Taylor, T. (2008). Mega Events, Fear, and Risk: Terrorism at the Olympic Games,” <i>Journal of Sport Management</i> 22 (4), 451-469. https://opus.lib.uts.edu.au/bitstream/10453/12892/1/2007002471.pdf or PDF.</p> <p>Baklouti, M., & Namsi, Z. (2013). Security Models in Mega Sport Events between Safety and Human Rights (Case of Vancouver 2010). <i>The Sport Journal</i>, (20), pages 1-24. PDF.</p> <p>Rahmat, N. et. al. (2011). Crowd Management Strategies and Safety Performance among Sports Tourism Event Venue Organizers in Kuala Lumpur and Selangor. <i>World Applied Sciences Journal</i> 12 (Special Issue On Service Sector Transforms the Economy): 47-52. https://pdfs.semanticscholar.org/f90f/83bee83bb7a98d8d34e8194206649e0b3b2a.pdf</p>	<p>Lecture</p>
<p><i>Contracts & Insurance</i></p> <p>(week Nov 5)</p>	<p>Lecture</p>	<p>Lecture</p>
<p><i>Sustainability Economic, Environmental & Social</i></p> <p>(week Nov 12)</p>	<p>Ogawa, Ryoh (2017): Using REIT Data to Assess the Economic Worth of Mega-Events: The Case of the 2020 Tokyo Olympics. https://mpra.ub.uni-muenchen.de/81025/8/MPRA_paper_81025.pdf. Munich Personal RePEc Archive: Research Papers in Economics.</p> <p>Muller, M. (2014). After Sochi 2014: Costs and Impacts of Russia’s Olympic Games. <i>Eurasian Geography and Economics</i>, Vol. 55 (6), pages 628-655. http://www.tandfonline.com/doi/pdf/10.1080/15387216.2015.1040432?needAccess=true</p> <p>Ch 11 The Social and Environmental Consequences of Hosting Sport Mega-Events ALANA THOMSON, KATIE SCHLENKER, NICO SCHULENKORF AND ELIZABETH BROOKING</p>	<p>Lecture</p>

		<p>Sotiriadou, P. & Hill, B. (2015). Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. <i>International journal of event management research</i>, 10, pgs. 1-14. https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW</p> <p>Cantelon, H. & Letters, M. (2000), 'The Making of the IOC Environmental Policy as the Third Dimension of the Olympic Movement', <i>International Review for the Sociology of Sport</i>, 35/3, pp. 294–308. https://journals.sagepub.com/doi/pdf/10.1177/101269000035003004</p> <p>Tian, Q.W. and Brimblecombe, P. (2008) Managing air in Olympic cities. <i>American Journal of Environmental Sciences</i>, 4, pp. 439–444. http://thescipub.com/pdf/10.3844/ajessp.2008.439.444</p> <p>Popi, S. & Hill, B. Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. Vol. 10 (1). 1-11.</p> <p>Ch 8 Sponsorship and sport mega-events – ASHLEE MORGAN, STEPHEN FRAWLEY, HUNTER FUJAK AND SARAH COBOURN</p> <p>McKelvey, S. & Grady, J. (2008). Sponsorship Program Protection Strategies for Special Sport Events: Are Event Organizers Outmaneuvering Ambush Marketers? <i>Journal of Sport Management</i>, 2008, 22, 550-586. https://www.humankinetics.com/AcuCustom/Sitename/DAM/067/225_McKelvey_Sponsorship_pr1.pdf</p> <p>Chanavat, N., Martinent, G., & Ferrand, A. (2010). Brand Images Causal Relationships in a Multiple Sport Event Sponsorship Context: Developing Brand Value through Association with Sponsees. <i>European Sport Management Quarterly</i>, Vol 10 (1), pages 49-74. https://www.researchgate.net/profile/Guillaume_Martinent/publication/232895463_Brand_Images_Causal_Relationships_in_a_Multiple_Sport_Event_Sponsorship_Context_Developing_Brand_Value_through_Association_with_Sponsees/links/0046351863c55d1d0b000000.pdf</p>
#6	<p>Event Management: Evaluation</p> <p>TBD</p> <p>(week Nov 26)</p>	<p>Mills, B.M. & Rosentraub, M.S. (2013). Hosting mega-events: A guide to the evaluation of development effects in integrated metropolitan regions. <i>Tourism Management</i>, 34, 238-246. http://www.brianmmills.com/uploads/2/3/9/3/23936510/3mills_rosentraub_-_hosting_mega_events_tm_2013.pdf</p> <p>Carlsen, J., Getz, D., & Soutar, G. Pre-event and Post-Event Evaluation Criteria Research. In: Allen, J., Harris, R., Jago, L., & Veal, A. (2000). <i>Events Beyond 2000: Setting the Agenda</i>. Proceedings of Conference on Event Evaluation, Research, and Education. Australian Centre for Event Management, Sydney. Read pages 76-85. PDF.</p> <p>Müller, M., (2015). The Mega-Event Syndrome: Why So Much Goes Wrong in Mega-Event Planning and What to Do About It. <i>Journal of the American Planning Association</i>, 81:1, 6-17, DOI: 10.1080/01944363.2015.1038292 http://www.tandfonline.com/doi/full/10.1080/01944363.2015.1038292</p>
	(week Dec 3)	Sport Event Management Project Due

This course schedule is tentative and could be changed based on the pace of the lectures and student needs. Changes to the syllabus will be announced through Canvas. The instructor bears no responsibility of announcing the changes to each individual student.

Course Policies

1. Professional Behavior

- Professional behavior is expected from all students. This includes respect and consideration for the instructor and other students.
- Use respectful language through written and verbal communication and make relevant points about the course content rather than opinions or personal experiences.

2. Attendance

- Requirements for attendance are consistent with University policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

3. Excused Absences

- Requirements for excused absences are consistent with University policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Students are considered excused from class for the following reasons: documented illness, serious family emergency, certain curricular requirements, military obligations, severe weather conditions as noted by the University, or observance of religious holidays.
- Please obtain missed information from a classmate.

4. Unexcused Absences

- Requirements for unexcused absences are consistent with University policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Unexcused absences include but are not limited to outside extracurricular activities, work, family or personal vacations, or choosing not to participate. Please obtain missed information from a classmate.

5. Assignments

***Bring a hardcopy of all assignments prior to the beginning of class.**

***Canvas will not be used to upload assignments.**

- Late assignments are not accepted unless in accordance with the University's Make-Up Policy.
- Assignments follow APA guidelines (<http://www.apastyle.org/>) and use appropriate grammar, spelling, punctuation, and sentence structure; otherwise, points are deducted.
- Assignments must be TYPED and double spaced, using 12-point font, Times New Roman typeface, and 1-inch margins.
- Include your first and last name and date in the upper right corner of the first page of the assignment.
- Center the title immediately after the information in the upper right corner and above the first line of text.
- Include citations, if necessary.
- Assignments are due by 7:00 pm on the day the assignment is due.
- Upload assignments to Canvas in one Word file.
- Technology problems are not acceptable excuses for late assignments.
- Refer to the Course Schedule and/or Canvas for assignment due dates.
- Please proofread all assignments.
- Plagiarism is not tolerated in this course.

6. Make-Up Policy

- Late assignments are not accepted unless in accordance with the University's make-up policy:
<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

7. Grades

- Grades are dependent on the student's performance measured by, but not limited to, exams, assignments, in-class activities, presentations, attendance, and/or projects.
- Final grades are based on the accumulation of points the student earns throughout the semester.
- Total points are converted to letter grades using the grading scale located at the beginning of the syllabus.
- The grading scale is strictly enforced and unchangeable.
- The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance.
- Grades are posted on the Canvas site.

8. DRC Accommodations

- It is important to me that I accommodate students with disabilities.
- If you are aware of your disability or might be concerned you have a disability, register with the Disability Resource Center (DRC) (352-392-8565, <https://www.dso.ufl.edu/drc>) in the Dean of Students Office.
- Once registered, students will receive an accommodation letter.
- Please meet with me to discuss your accommodation letter during the first two weeks of the semester to ensure I fully understand your needs.
- It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

9. Honor Code: University of Florida students are required to abide by the Honor Code pledge:

- *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*
- You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*
- It is assumed all students will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams, etc.).
- As part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel.
- It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code: (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).
- 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.

Violations of the Honor Code at the University of Florida will not be tolerated.

- Violations will be reported to the Dean of Students Office for consideration of disciplinary action.
- For more information regarding the Student Honor Code, refer to <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.
- As per the University's Students Rights and Responsibilities (www.dso.ufl.edu/STG), any student found cheating, plagiarizing a written assignment, or falsifying a course requirement will receive a failing grade for the course and be referred for University disciplinary action.

10. Course Evaluations

- Students can provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.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 <https://evaluations.ufl.edu/results/>.

11. Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

12. Campus Resources:

Health and Wellness

- **U Matter, We Care:** The U Matter, We Care initiative is committed to creating a culture of care by encouraging members of the UF community to look out for one another and to reach out for help. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. If you or a friend needs help, please call 352-1575 or send an email to umatter@ufl.edu. Please remember that asking for help is a sign of strength. In case of emergency, call 911.
- **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

- **E-learning technical support:** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Resource Center:** Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.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, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.
- **Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.
- **Student Complaints Campus:** https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- **On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.