

University of Florida

Department of Tourism, Hospitality and Event Management

LEI 5188 Trends in Tourism, Hospitality, and Event Management

Spring 2025
(version 2)

Instructor: Dr. Heather Gibson

E-mail: hgibson@hhp.ufl.edu

Office: 190C Florida Gym

Office Phone: 352-294-1649

Syllabus on Canvas & HHP/Syllabus

Office Hours: Wednesday 2-5pm; Friday 2-3pm **in person in FLG 190c or via Zoom**

Class meetings: Monday 3-6pm FLG 235.

Department Chair: Dr. Rachel Fu

racheljuichifu@ufl.edu (352) 294-1661

Course Description: Introduction to issues and trends pertinent to tourism, hospitality, and event management. Influence of social, demographic, and environmental changes on tourism, hospitality and events are examined drawing on relevant theories, empirical research, and societal changes to frame analysis.

Objectives

- Identify key issues and trends in tourism, hospitality, and event management.
- Assess the role of theory and research in understanding the impact of tourism, hospitality and event related trends and issues.
- Identify the applications of theory and research to manage key trends and issues in the tourism, hospitality, and event industries.
- Summarize and interpret your research of a tourism, hospitality or event related trend or an issue in oral and written form.

The readings for each class are available on Canvas. Please **consult the syllabus** for each week's reading assignments.

Course Content

January 13th

Introduction to class

Introduction to the class and discussion of course content. **Followed by our first content topic.**

Framing our Understanding of Tourism, Hospitality and Event Management

American Time Use Survey 2024. Bureau of Labor Statistics.

<https://www.bls.gov/news.release/pdf/atus.pdf>

A.J. Veal (2022): The 4-day workweek: the new leisure society? *Leisure Studies*, DOI: 10.1080/02614367.2022.2094997

Shin, H., Nicolau, J.L., Kang, J., Sharma, A., & Lee, H. (2021). Travel decision determinants during and after COVID-19: The role of tourist trust, travel constraints, and attitudinal factors. *Tourism Management*, 88, 104428 - 104428.

IPOS (2021) The pandemic inspired 1 in 5 Americans to reevaluate their lives

<https://www.ipsos.com/en-us/news-polls/pandemic-inspired-1-5-americans-reevaluate-their-lives>

Project Time Off. *Under-Vacationed America: An analysis of the States and Cities that need to take a day*.

Optional Reading

Pizam, A. (2009). What is the hospitality industry and how does it differ from the tourism and travel industries? *International Journal of Hospitality Management*, 28, 183-184.

Gössling, S., Scott, D., & Hall, C.M., (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19, *Journal of Sustainable Tourism*, DOI:10.1080/09669582.2020.1758708

Patterson, I., & Getz, D. (2013). At the nexus of leisure and event studies. *Event Management*, 17, 227-240.

Srivastava, Praveen Ranjan; Eachempati, Prajwal; Sharma, Dheeraj (2022). Fourteen years of Event Management: A bibliometric analysis. *Event Management*, 26(3), 531-545, <https://doi.org/10.3727/152599521X16106577965161>

January 20th

MLK Day – No Class, but Discussion Post from Framing our Understanding of Tourism, Hospitality and Event Management **is due by Wednesday January 22nd**

January 27th

THEM and Socio-Demographics

Pew Research Center (2019). Six Demographic Trends shaping the US and the world in 2019. <https://www.pewresearch.org/short-reads/2019/04/11/6-demographic-trends-shaping-the-u-s-and-the-world-in-2019/>

Morgan, N. & Pritchard, A. (2019). Gender Matters in Hospitality (invited paper for ‘luminaries’ special issue of International Journal of Hospitality Management). *International Journal of Hospitality Management*, 76, 38-44.

Madera, J. M., Yang, W., Wu, L., Ma, E., & Xu, S. (2023). Diversity and inclusion in hospitality and tourism: Bridging the gap between employee and customer perspectives. *International Journal of Contemporary Hospitality Management*, 35(11), 3972-3989.

Ying, T. Norman, W. & Zhou, L. (2016). Is social class still working? Revisiting the social class division in tourist consumption. *Current Issues in Tourism*, 19, 1405-1424.

Optional Reading

Dillette, A., & Benjamin, S. (2022). The Black Travel Movement: A Catalyst for Social Change. *Journal of Travel Research*, 61(3), 463-476. <https://doi.org/10.1177/0047287521993549>

Marisol Alonso-Vazquez, Elaine Chiao Ling Yang, Maria del Mar Pages Vidal & Catheryn Khoo (2023): Going solo during the pandemic: a generational segmentation of solo female travellers, *Current Issues in Tourism*, DOI: 10.1080/13683500.2022.2164486

Optional Relevant movies: The Green Book; Bend it like Beckham; Billy Elliot; Maiden (documentary)

February 3rd

THEM and Youth, Early Adulthood and Family

McGovern, R. Hodge, C. & Ruddell, E. (2024) Parent motivations for enrolling their young children in early childhood programs: an application of the theory of planned behavior. *Leisure Studies*, 43(1), 106-121, DOI: 10.1080/02614367.2023.2203512

Mirehie, M., Gibson, H., Buning, R., Coble, C., & Flaherty, M. (2021). Towards an understanding of family travel decision-making processes in the context of youth sport tourism. *Journal of Destination Marketing and Management*, 21, 100644 <https://doi.org/10.1016/j.jdmm.2021.100644>

MacInnes, S., Ong, F., & Dolnicar, S. (2022). Travel career or childhood travel habit? Which better explains adult travel behavior? *Annals of Tourism Research*, 95, 103413.

Schänzel, H. & Yeoman, I. (2014) The Future of Family Tourism, *Tourism Recreation Research*, 39:3, 343-360, <https://10.1080/02508281.2014.11087005>

Richards, G. (2015). The new global nomads: Youth travel in a globalizing world, *Tourism Recreation Research*, 40, 340-352, DOI: [10.1080/02508281.2015.1075724](https://doi.org/10.1080/02508281.2015.1075724)

Optional Reading

Gardiner, S. & Kwek, A. (2017). Chinese participation in adventure tourism: A study of Generation Y international student's perceptions. *Journal of Travel Research*, 56, 496–506

Mental health issues on the rise among adolescents, young adults.

<https://www.ajmc.com/focus-of-the-week/mental-health-issues-on-the-rise-among-adolescents-young-adults> View online.

February 10th

THEM and Aging Populations

Eight population trends transforming America's older population.

<https://www.prb.org/eight-demographic-trends-transforming-americas-older-population/> **View on-line.**

Morrow-Howell, N. Galucia, N. & Swinford, E. (2020) Recovering from the COVID-19 Pandemic: A Focus on Older Adults, *Journal of Aging & Social Policy*, 32 (4-5), 526-535, <https://doi.10.1080/08959420.2020.1759758>

Huber, D. (2019). A life course perspective to understanding senior tourism patterns and preferences. *International Journal of Tourism Research*, 21, 372-387.

Niu, Y., & Gibson, H. (2020). Leisure, International Retirement Migration, and Retirement Adjustment: Insights from the Best Exotic Marigold Hotel Movies. *Leisure Studies*, 39 (3), 404-416 <https://doi.org/10.1080/02614367.2020.1731840>

Optional Reading

Kadlec, D. (2016, October 3). The real retirement struggle: Defining yourself as more than the sum of a long career. *Time*.

Kleiber, D. & Linde, B. (2014). The case for leisure education in preparation for the retirement transition. *Journal of Park and Recreation Administration*, 32, 110-127.

February 17th

THEM and People with Disabilities

Benjamin, S. Bottone, E. & Lee, M. (2020). Beyond accessibility: exploring the representation of people with disabilities in tourism promotional materials, *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1755295

Kalargyrou, V., Kalargiros E. & Kutz, D. (2018). Social Entrepreneurship and Disability Inclusion in the Hospitality Industry. *International Journal of Hospitality & Tourism Administration*, DOI: 10.1080/15256480.2018.1478356

Emerging trends in disability. <https://www.prb.org/emergingtrendsindisability/> Population Reference Bureau, 2021. View online.

World Tourism Organization (2020), UNWTO Inclusive Recovery Guide – Sociocultural Impacts of Covid-19, Issue I: Persons with Disabilities, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284422296>

Optional Reading:

Pagan, R. (2015). The impact of holiday trips on life satisfaction and domains of life satisfaction: Evidence for German disabled individuals. *Journal of Travel Research*, 54, 359-379.

Cloquet, I., Palomino, M., Shaw, G., Stephen, G., & Taylor, T. (2018) Disability, social inclusion and the marketing of tourist attractions. *Journal of Sustainable Tourism*, 26, 221-237, DOI: 10.1080/09669582.2017.1339710

De Pascale, A., Meleddu, M., Abbate, T., & Pellicano, M. (2022). Is There a Gender Gap in the Propensity to Travel of People with Disabilities? *Journal of Travel Research*, 62, 517 - 539.

February 27th

Using Social Psychology to Understand Participation in THEM

Popp, M., Schmude, J., Passauer, M., Karl, M., & Bauer, A. (2021). Why Don't They Travel? The Role of Constraints and Motivation for Non-Participation in Tourism. *Leisure Sciences*, 1-26.

Eger, I., Lei, SI, & Wassler, P. (2020). Digital free tourism: An exploratory study of tourist motivations. *Tourism Management*, 79, 104098.

Diekmann, A., & Haukeland, J.V. (2024). Tourism non-participation – A persistent social welfare issue. *Annals of Tourism Research*. Online first

Lepp, A., & Gibson, H. (2008). Sensation seeking and tourism: Tourist role, perception of risk and destination choice. *Tourism Management*, 29 (August) 740-750.

Hilton (2021) The 2022 Traveller: Emerging Trends and the Redefined Traveler. <https://view.ceros.com/hilton/hilton-2022-trends-report/p/13> **Read on-line.**

Optional Readings:

Lamont, M., Kennelly, M. (2012). A qualitative exploration of participant motives among committed amateur triathletes. *Leisure Sciences*, 34, 236-255.

Dillard, J., & Bates, D. (2011). Leisure motivation revisited: Why people recreate. *Managing Leisure*, 16 (4), 253-268.

March 3rd

Wellbeing and Mindfulness in THEM

Helliwell, J., et al., (2022). *World Happiness Report 2022* <https://worldhappiness.report/ed/2022/>

Chen, C., & Petrick, J. (2013). Health and wellness benefits of travel experiences: A literature review. *Journal of Travel Research*, 52, 709-719.

Shin, H., Kim, Y., Kim, M., & Lee, H. (2024). Conceptualization and Measurement of Happy Travel Experiences Using Hedonic, Eudaimonic, and Engagement Aspects. *Journal of Travel Research*, 0(0). <https://doi.org/10.1177/00472875231223675>

Stankov, U., Filimonau, V., & Vujičić, M. D. (2020). A mindful shift: An opportunity for mindfulness-driven tourism in a post-pandemic world. *Tourism Geographies*, 22(3), 703-712.

Wang, Y.-C., & Uysal, M. (2023). Artificial intelligence-assisted mindfulness in tourism, hospitality, and events. *International Journal of Contemporary Hospitality Management*, ahead-of-print. <https://doi.org/10.1108/IJCHM-11-2022-1444>

Optional Readings

Buckley, R. (2020). Nature tourism and mental health: parks, happiness, and causation. *Journal of Sustainable Tourism*, 28:9, 1409-1424, DOI:10.1080/09669582.2020.1742725

Farkic, J., Isailovic, G., & Taylor, S. (2021). Forest bathing as a mindful tourism practice. *Annals of Tourism Research Empirical Insights*, 2(2), 100028

Errmann, A., Kim, J., Lee, D. C., Seo, Y., Lee, J., & Kim, S. S. (2021). Mindfulness and pro-environmental hotel preference. *Annals of Tourism Research*, 90, 103263.

March 10th

Sustainability and Environmental Issues in THEM

Beddoe, R., Costanza, R., Farley, J., Kent, J., Kubiszewski, I., Martinez, L., et al., (2009 Feb 24). Overcoming systemic roadblocks to sustainability: The evolutionary redesign of worldviews, institutions, and technologies. *PNAS*, *106* (8), 2483-2489.

Sharpley, R. (2020). Tourism, sustainable development and the theoretical divide: 20 years on. *Journal of Sustainable Tourism*. *28*, (11), 1932–1946
<https://doi.org/10.1080/09669582.2020.1779732>

Huang, Y., & Chiu, W. (2024). Let's run green! Impact of runners' environmental consciousness on their green perceived quality and supportive intention at participatory sport events. *International Journal of Sports Marketing and Sponsorship*. Online first.

Fourth National Climate Assessment (2018). *Volume II – Impacts, risks and adaptation in the United States. Summary of Findings*.

Optional Reading:

Babakhani, N. Lee, A. & Dolnicar, S. (2020). Carbon labels on restaurant menus: do people pay attention to them? *Journal of Sustainable Tourism*, *28* 51-68, DOI: 10.1080/09669582.2019.1670187

Buzinde, C., Manuel-Navarrete, D. & Swanson, T. (2020). Coproducing sustainable solutions in indigenous communities through scientific tourism. *Journal of Sustainable Tourism*, *28*(9), 1255-1271, DOI: 10.1080/09669582.2020.1732993

Zhang, H., Gibson, H., Whaley, J., & O'Neill, M. (2024). Using study abroad memories to foster sustainable tourists and global citizens, *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2023.2299798

Sport Ecology Group. *Slippery Slopes: How climate change is threatening the winter Olympics*.
<https://www.lboro.ac.uk/news-events/news/2022/january/how-climate-change-is-threatening-winter-olympics/#:~:text=It%20is%20also%20reducing%20the,levels%20to%20host%20an%20event.>

March 17th – Spring Break-No Class

March 24th

Tourism: Issues and the Way Forward?

Bowen, J. and Whalen, E. (2017), Trends that are changing travel and tourism, *Worldwide Hospitality and Tourism Themes*, Vol. 9 No. 6, pp. 592-602. <https://doi.org/10.1108/WHATT-09-2017-0045>

Higgins-Desbiolles, F. Carnicelli, S., Krolilkowski, C. Wijesinghe, G., & Boluk, K. (2020). Degrowing tourism: Rethinking tourism. *Journal of Sustainable Tourism*, 27 (12), 1926-1944, DOI: 10.1080/09669582.2019.1601732

Duignan, M., Everett, S. & McCabe, S. (2022). Events catalysts for communal resistance to overtourism. *Annals of Tourism Research*, 96, 103438

Optional Reading:

Weber, F. (2017). *Tourism destinations under pressure: Challenges and innovative solutions*. Hochschule Luzerne: Lucern University of Applied Sciences and Arts.

Vogt, C., Andereck, K., & Pham, K. (2020). Designing for quality of life and sustainability. *Annals of Tourism Research*, 83, 102963.

Gallego, I. & Xavier F. (2020). Changes in air passenger demand as a result of the COVID-19 crisis: using Big Data to inform tourism policy, *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1773476

Optional Movie: The Last Tourist

April 3rd

The Growth of Events in Contemporary Society

Antchak, V., Lück, M., & Pernecky, T. (2021). Understanding the core elements of event portfolio strategy: Lessons from Auckland and Dunedin. *International Journal of Contemporary Hospitality Management*, 33(7), 2447-2464.

Neuhofer, B., Egger, R., Yu, J., & Celuch, K. (2021). Designing experiences in the age of human transformation: An analysis of Burning Man. *Annals of Tourism Research*, 91, 103310.

Ouyang, Z., Gursoy, D., & Chen KC. (2019). It's all about life: Exploring the role of residents' quality of life perceptions on attitudes toward a recurring hallmark event over time. *Tourism Management*, 75, 99-111.

American Express 2023 *Global Meeting and Events Forecast*.

<https://www.amexglobalbusinessstravel.com/content/uploads/2022/10/2023-Global-Meetings-and-Events-Forecast-opt.pdf>

Take a look at the website for the Events Industry Council

<https://www.eventscouncil.org/COVID-19/Economic-impact-research> **View online**

Optional Reading:

Getz, D., & Page, S. (2016). Progress and prospects for event tourism research. *Tourism Management*, 52, 593-631.

Sun, J., Leung, X. Y., & Bai, B. (2021). How social media influencer's event endorsement changes attitudes of followers: The moderating effect of followers' gender. *International Journal of Contemporary Hospitality Management*, 33(7), 2337-2351.

Todd, L., Leask, A., & Ensor, J. (2017). Understanding primary stakeholders' multiple roles in hallmark event tourism management. *Tourism Management*, 59, 494-509.

April 7th

Contemporary Hospitality Management Issues

King, C. (2017). Brand management—standing out from the crowd: A review and research agenda for hospitality management. *International Journal of Contemporary Hospitality Management*, 29(1), 115-140.

Hu, X., & Yang, Y. (2021). What makes online reviews helpful in tourism and hospitality? A bare-bones meta-analysis. *Journal of Hospitality Marketing & Management*, 30(2), 139-158.

Binesh, F., & Baloglu, S. (2023). Are we ready for hotel robots after the pandemic? A profile analysis. *Computers in Human Behavior*, 147, 107854.

Chi, O. H., Chi, C. G., Gursoy, D., & Nunkoo, R. (2023). Customers' acceptance of artificially intelligent service robots: The influence of trust and culture. *International Journal of Information Management*, 70, 102623.

Optional Reading

Song, Y., Zhang, M., Hu, J., & Cao, X. (2022). Dancing with service robots: The impacts of employee-robot collaboration on hotel employees' job crafting. *International Journal of Hospitality Management*, 103, 103220.

Liyanaarachchi, G., Viglia, G., & Kurtaliqui, F. (2023). Privacy in hospitality: Managing biometric and biographic data with immersive technology. *International Journal of Contemporary Hospitality Management*, ahead-of-print. <https://doi.org/10.1108/IJCHM-06-2023-0861>

Ashok, M., Madan, R., Joha, A., & Sivarajah, U. (2022). Ethical framework for Artificial Intelligence and Digital technologies. *International Journal of Information Management*, 62, 102433.

April 14th

Technology and THEM: Social Media, VR, AR, and AI

Fan, X., Buhalis, D. & Lin, B. (2019). A tourist typology of online and face-to-face social contact: Destination immersion and tourism encapsulation/decapsulation. *Annals of Tourism Research*, 78, 102757.

Fennell, D. (2020). Technology and the sustainable tourist in the new age of disruption. *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1769639

Fan, X., Jiang, X., & Deng, N. (2022). Immersive technology: A meta-analysis of augmented/virtual reality applications and their impact on tourism experience. *Tourism Management*, 91, 104534.

Jia, S., Chi, O. H., Martinez, S. D., & Lu, L. (2023). When “old” meets “new”: Unlocking the future of innovative technology implementation in heritage tourism. *Journal of Hospitality & Tourism Research*, 10963480231205767.

Miao, L., & Yang, F. (2023). Text-to-image AI tools and tourism experiences. *Annals of Tourism Research*, 102 103642

Optional Reading

Floros, C. Cai, W. McKenna, B. & Dimah, A. (2019). Imagine being off-the-grid: millennials' perceptions of digital-free travel. *Journal of Sustainable Tourism*. DOI: 10.1080/09669582.2019.1675676

Oliveira, T., Araujo, B., & Tam, C. (2020). Why do people share their travel experiences on social media? *Tourism Management*, 78, 104041

Salet, X. (2021). The search for the truest of authenticities: Online travel stories and their depiction of authenticity in the platform economy. *Annals of Tourism Research*, 88, 103175.

Shin, H. (2022). A critical review of robot research and future research opportunities: Adopting a service ecosystem perspective. *International Journal of Contemporary Hospitality Management*, 34(6), 2337-2358

April 21st

The Way Forward? Where to Next?

Kuo, T. M., Liu, C.-R., Wang, Y.-C., & Chen, H. (2023). Sensory Experience at Farm-to-Table Events (SEFTE): conceptualization and scale development. *Journal of Hospitality Marketing & Management*, ahead-of-print

Manthiou, A., Klaus, P., & Luong, V. H. (2022). Slow tourism: Conceptualization and interpretation—A travel vloggers’ perspective. *Tourism Management*, 93, 104570.

Glyptou, K. Exploring the attributes of event resilience: A content case of academic events. *Event Management*. 27(4), 519-537, <https://doi.org/10.3727/152599522X16419948695080>

Dredge, D. (2022). Regenerative tourism: Transforming mindsets, systems and practices. *Journal of Tourism Futures*, 8 (3), 269-281.

Assignments and Grading Procedures

1. In Class Presentation

35%

- **On Canvas there is a presentation sign-up sheet.** From the class topic **THEM and Socio-demographics** onwards, identify an issue or a trend for your presentation.
- **At least two weeks** before your scheduled presentation date **talk to me** about your “plan of action.” References, ideas, presentation style etc.
- Conduct an extensive review of literature related to the issue. The review must include at least **ten** articles from **scholarly journals**, in addition to material from popular media etc.
- Summarize the major points/issues from each article and make a **15–20-minute presentation** to the class. You may use (and it advisable to do so) visual aids e.g. PowerPoint, video etc.
- Finish your presentation with a statement setting out your own opinions on the topic. Open the discussion up to the class. **Debate with the class for 10 minutes.** Be ready to challenge the class into giving you a response. It is a good idea to identify 2-3 questions to ask the class to stimulate discussion.
- **Prepare a two-page hand-out/fact sheet for the class.** The first page **contains a summary** of the major points of the presentation. The second page contains the references used in the presentation. Please do not use PowerPoint slides for your summary. **Be creative!**
- **Save the handout as a PDF and upload a copy under the Student Presentation assignment tab in Canvas by 12 noon on the Monday you are presenting.**

Presentation Evaluation Criteria

1. Presentation of Material

5 points

This includes presentation style, format of visual aids; eye contact with your audience; engagement with the audience.

2. Content of Presentation

10 points

This includes summary of research articles; the analysis of the research articles; creativity in presentation content; integration of relevant video to enhance communication of key points.

3. Quality of Discussion

5 points

This includes the quality of your questions to stimulate class discussion, management of your audience; ability to react to class comments and questions.

4. Class Hand-out

5 points

This includes the summary style, inclusion of relevant citation; creativity of layout; succinctness of text.

Total points 25

2. Final Paper

50%

Due Two Weeks after your presentation (i.e. on the 2nd class after your presentation)
Approximately 15 Pages, double-spaced, typed.

Please upload a PDF of your paper to Canvas by 3pm on the Monday that your paper is due. Use the assignment link to upload your paper.

Take the same issue as that covered in your presentation.

Structure of the Paper

Use the following headings to structure the paper. Underline or bold each of the headings:

A. Introduction (Approx.. 1 page)

10 points

Introduce the reader to the topic of your paper. Give some background on your issue. Basically, set the scene. Towards the end of your introduction state the purpose of your paper. What will you address in your paper?

B. Review of Literature

25 points

Summarize the major points of 10 (minimum) articles from scholarly journals. Choose articles that relate to the purpose and questions that arise out of your issue. What you are doing now is looking at previous research to see if there are any similarities/ dissimilarities in the results, ideas, questions raised etc. Each article should be summarized in 1/2 - 3/4 of a page. Organize the articles so that they link together. They should form a coherent background to the study. Be careful not to paraphrase the original article. Use your own words to summarize the information from each of the articles.

C. Discussion**25 points**

About four pages in length. Debates some of the issues/concerns that you have uncovered through your research. Refer to your review of literature. How do the studies you have reviewed support or refute each other. Make suggestions for future studies. What would be the practical applications of your findings?

D. Conclusions**10 points**

Bring closure to your paper. Summarize any major points and relate back to the overall trend your paper has examined.

E. References**5 points**

Use APA citation style. Start on a new sheet of paper. Each reference should be single spaced with a double space between each citation. Reference Purdue Owl for style guidelines.

F. Format of the paper and Overall Style**5 points**

1. Approximately 15 pages typed, double-spaced. Upload it to Canvas two weeks after your presentation.
2. Include a cover page with a title, your name, and LEI 5188
3. Number the pages.
4. Reference materials APA style
5. Please pay attention to writing style (academic formal), grammar and spelling.

Total Points 80**Evaluation Criteria for Research Paper:**

1. **90-100%: Excellent.** Excellent, scholarly, and advanced college-level work. Original, insightful ideas, in-depth discussion. Well organized and structured. Very good grammar, careful formatting.
2. **80-90%: Good.** Good college-level work that well exceeds minimal requirements. Original, well organized. Good understanding of the topic is demonstrated. Acceptable grammar. Some areas are noticeably weaker than others.
3. **70-80%: Satisfactory.** Average work. Assignment is not carefully thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.
4. **60-70%: Marginal.** Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.
5. **Below 60%: Failure.** Assignment is not submitted or incomplete.

3. Class Participation

15%

Please come to class **prepared to discuss the assigned readings**. As the class meets only once a week, it is expected as graduate students that you will be present for each class period unless unexpected issues arise such as illness.

Attendance, excused absences and make up policies are consistent with UF policies. Please click here for more details:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Discussion Post- by Monday at 12 noon each week (except first week of class – due by Jan 22nd), post a question/observation about the readings as a whole or one particular reading. Class members are encouraged to post responses to these questions and observations. In class we will address your questions.

Class Participation is evaluated on:

Attendance

5 points

This is a graduate class, and we only meet once per week, so it is expected that class attendance is a priority for you. Missing one class is equivalent to three undergraduate classes! **However, illness and family emergencies happen.** Please review the **UF attendance policy** listed above and keep me abreast through email or oral communication of any difficulties you face attending class. **With the exception of UF excused absences, students will lose 1 point per unexcused missing class period**

Discussion Posts

5 points

Discussion posts will be read prior to class each week. Ideas and questions from your posts will be incorporated into class discussions. **The posts will not be graded per se but presence or absence of posts will be recorded.** If you meet the criteria associated with UF excused absences and you miss a weekly post, please contact me for makeup arrangements. **Otherwise, students will lose 1 point per missing weekly post.**

Contribution to class discussion

5 points

Graduate seminars are more fun when you come to class ready to discuss and ask questions. I realize that for some of you this may be daunting. However, be brave and aim to make an oral contribution to class each week. At the end of the semester, you will be provided with written feedback on your contributions to class discussion, including your use of sources and concepts to support your oral contributions. **Points will be awarded for:** 1. Contributing ideas to the discussion; 2. Asking questions; 3. Debating with your fellow classmates, etc.,. **Points will be deducted for:** distracted learning e.g. answering emails, texts or doing other assignments during class time, etc., (other than break time or the time before we officially start)

Total Points

15 points

Grading Scale:

The UF grading system will be used for this class. This grading scale includes minus grades. More details can be found at:

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

A	92 - 100%
A-	90 - 91.99%
B+	87 - 89.99%
B	82 - 86.99%
B-	80 - 81.99%
C+	77 - 79.99%
C	72 - 76.9 %
C-	70 - 71.99%
D+	67 - 69.9 %
D	62 - 66.9 %
D-	60 - 61.99%
E	below 59.99 %

Course and University Policies

ATTENDANCE POLICY

There is a participation grade for this class (details above under grading requirements). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an extended illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor.

Alternatively, in the case of illness and family emergency other forms of documentation such as a medical appointment notice or funeral notice are acceptable. For UF related excused absences such as athletics, conference attendances emails and letters from team officials and other academic supervisors are acceptable.

PERSONAL CONDUCT POLICY

I expect every member of the class to uphold the Honor Code: “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 specifies a number of behaviors that are in violation of this code

and possible sanctions. [Click here to read the Honor Code](#).. If you have any questions or concerns, please consult with the instructor or TAs in this class.

As a courtesy to me, and your fellow class members, **please silence cell phones** and turn them over while in class.

EXAM MAKE-UP POLICY

“Requirements for class attendance and make-up exams, deadline assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

Please note **I do not give extra credit**. I will provide you with regular feedback on your progress and help you on an individual basis to reach your full potential in terms of a grade for this class.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Please schedule a time to talk to me about your accommodations so that I may know what you need and how best to help you.**

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recording: • Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely 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.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide 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. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. 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

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Getting Help

You may contact the course instructor at any time to obtain help. Email is preferred but a phone call is acceptable if it is important, or an emergency item. You may also contact the department advisor in the administration office during business hours.

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)
<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 Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://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, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

