

HSC 4664, Health Communication for Consumers

Section 3958 (26343) ~ Fall 2021 ~ 3 credit hours

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Professor Information

Instructor Name & Title

Joy L. Rodgers, PhD, MCHES®
Instructional Associate Professor

Email & Canvas Contact

rodgersj@ufl.edu
Canvas Inbox

Office Phone & Online Office Hours

352-294-1807
3-6 p.m. (Zoom) and by appointment

General Course Information

Class Meeting Days and Times

Monday, 9:30-10:30 a.m. (Per 3)
Wednesday, 8:30-10:30 a.m. (Per 2-3)

Class Meeting Locations

Online
Weil 273

Description & Prerequisites

This three-credit course covers health communication processes and practices for health consumers and health professionals who facilitate health consumers. The prerequisite course is HSC 3032, with a minimum grade of C and Health Education and Behavior majors, junior or senior standing.

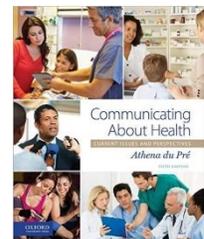
Goal & Philosophy

My goal is to promote your understanding of how the health industry operates and what role you, as a health practitioner and consumer of health, play in that operation. My philosophy is that to really understand any component of the health industry, you must understand how the components work together and what factors have shaped and continue to shape the field.

Instructional Materials & Methods

Required Text

Du Pré, A. (2017). *Communicating About Health: Current Issues and Perspectives* (5th ed.). New York: Oxford University Press. **Note: This course aligns with the 5th edition of the textbook. If you choose to purchase/rent/study a previous edition of the text, you may not receive the full benefit of the course.**



Supplemental Resources

Additional readings and materials, including videos, may be assigned throughout the course of the semester. These readings and materials will be made available within the Canvas course module for which they are assigned.

Class Format

This course is conducted using a flipped course modality, whereby the typical lecture and homework elements of the course are reversed. This means you will view brief online video lectures and complete online preparatory assignments, e.g., reading quizzes, outside the in-class session. In-class time is then devoted to application exercises, group activities and class discussions, allowing more time for mastery of course material. **The designated online class preparation day is Monday, with face-to-face meetings in the classroom taking place on Wednesday.** You should use your Canvas account to access course materials. **Note: See next section titled “A Note About Class Format” for additional information on attendance expectations.**

A Note About Class Format

As of this date (August 14, 2021), the state of Florida, Board of Trustees, and UF administration have deemed it safe to hold face-to-face classes in a physical classroom. This means you are expected to be physically present in the classroom on the designated in-class meeting day (Wednesday), as outlined under the above section titled “Class Format” and later section titled “Course Schedule.” **No recordings of the in-class sessions will be made and no option to attend via Zoom will be available.**

Learning Outcomes

Course Objectives

By the end of this course, you should be able to:

- Knowledgeably discuss current issues in health care.
- Apply strategies to improve communication between patients and providers.
- Contrast cultural viewpoints about health.
- Define the role of social support in maintaining health and coping with illness.
- Explain advantages and challenges of communicating about health through various forms of media and media channels.
- Evaluate health images in the media and apply media literacy concepts to improving health messages.
- Identify appropriate theoretical frameworks to promote behavior change.
- Create effective message strategies to promote better health among populations.

Success Defined

You will demonstrate achievement of course objectives by:

- Performing well on online preparatory assignments.
- Engaging actively with peers through in-class discussions and activities.
- Reflecting on your own experiences as they relate to course topics and content.
- Developing culturally appropriate health messages.

Tips for Success

I want to see you succeed! Here are some suggestions on what you can do to be successful in this course:

- Complete readings and watch video lectures before each class meeting. In doing so, you will be better able to contribute to in-class discussions and complete in-class and out-of-class activities.
- Be an active participant in class discussions and activities. Take notes on each resource and refer to them when completing your assignments and in-class discussions.
- Keep up. The flipped course format makes it imperative that you prepare for in-class sessions to benefit fully from the application and skills activities. Make a notation in your calendar of all assignment deadlines, to include readings and preparation assignments, to be sure you don't overlook an assignment.
- Plan to spend at least five to seven hours a week on this course. Schedule time to work on your course(s). Be sure this is a time in which you can work without interruptions. Check in to the course website at least two times a week. **Note: The flipped online class session will be a good time to set aside for this course. However, you likely will need additional time over the time set aside for online learning.**
- Strive to make assignments meaningful and relevant to your context.
- Communicate with me whenever (1) a problem related to the course arises; (2) you feel the need to clarify questions; or (3) you desire to further explore topics of particular interest.
- Use a word processor when posting discussion and other assignments. (This will allow you to save your work in case of any unexpected technical glitches and you will be able to use the spelling and grammar checker before you submit your work.)

Assignment Policies

Assigned Work

You are expected to do your own original and best work. All assignments should be submitted before the stated deadlines. **No extra credit opportunities or additional assignments will be provided.** Except for documented medical or immediate family emergencies, no late work or email submissions will be accepted.

Allowable Late Assignments

I recognize that life happens, and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may submit after the deadline **if you are able to provide an acceptable, University-approved reason with proper documentation for missing the deadline.** University-approved reasons are:

- Participation in an activity appearing on the University-authorized list.
- Death or major illness in your immediate family (mother, father, sister, brother, etc.).
- Personal illness or an illness of a dependent family member.
- Participation in legal proceedings or administrative procedure that requires your presence.
- Observance of a religious holy day.

Makeups & Alternative Assignments

If an emergency arises that causes you to miss an assignment deadline, you should contact me within 24 hours of missing the deadline. You will then need to provide formal documentation within 48 hours, or within a reasonable time frame, to receive consideration to either make up the missed assignment or be given an alternative assignment to complete.

I encourage you to communicate with me immediately if you miss a submission deadline. The longer you wait to communicate a difficulty, the less likely a makeup or alternative assignment will be possible. Decisions to allow makeups or provide an alternative assignment will be made by me after consulting the university policies specified in the UF Undergraduate Catalog.

No makeup or alternative assignments are available for a missed in-class activity regardless of the reason it was missed. You are responsible for any information presented in class discussions, lectures, assignments, and/or readings whether you are physically present in class or not. This includes the live Zoom sessions in the first three weeks of the semester. If you need to be absent from class, you should first check with a classmate about information and/or assignments discussed. If you need more information about what you missed, please discuss with me during the next available office hours.

Although in-class activities may not be made up for any reason, **your final grade will be adjusted, and your final grade will not be affected if you provide a university-approved excuse for the absence and appropriate documentation within 48 hours of the missed activity.**

Grading Policies

Course Assessments

You will be graded based on your performance on the weighted assignment groups described as follows:

1. **In-Class Engagement & Contribution:** Various in-class activities are required. These activities supplement information from your assigned readings, online video viewings, and in-class lectures. Assignment of In-Class Engagement and Contribution points will be completed at the end of the term, based on my participation records. **In-Class Engagement and Contribution comprises 15% of your final grade. Note: This group of assessments includes a Syllabus Quiz and some preparation assignments outside of the Preparation Quizzes.**

2. **Preparation Quizzes:** Preparation quizzes are designed to measure competence and application of material presented and prepare you for actively engaging in in-class discussions and activities and out-of-class reflection assignments. The purpose of the quizzes is to help you identify how well you are grasping the course materials (e.g., readings and video lectures) and to help you identify what areas you may need to devote more time to study and practice. All module preparation quizzes are brief and time-limited (five questions, 10 minutes). Quiz format may vary and include a range of question types from multiple choice, true-false, matching, fill-in-the-blank, and/or short-answer. You may use your textbook and notes when you take these quizzes (i.e., open-book, open-notes). You get two chances to achieve a score of 100% on each quiz. If you fail to reach a 100% score on the second attempt, then the highest score of the two attempts will be recorded in the gradebook. If you score less than 100% on a quiz without submitting a second attempt by the quiz deadline, the score on the one attempt is the final score recorded in the gradebook. No additional attempts on quizzes will be available after the quiz submission deadline. **Quizzes comprise 30% of your final grade. Preparation module quizzes are due at 11:59 p.m. on Monday (our one-period class meeting preparation day). Note: More information is given under the heading of Quiz Administration and Questions.**
3. **Health Associations:** Health Associations are individual reflection assignments meant to help you think more critically about the practice of health communication. You should use these reflective Health Associations to demonstrate your understanding and application of the module content. **Health Associations account for 30% of your final grade and are due at 11:59 p.m. on Friday (after our Wednesday class).**
4. **Communication Challenge:** The Communication Challenge is an end-of-term project intended to serve as a way for you to demonstrate your knowledge and skills gains from the course. You will conduct research on a health topic of your choosing and then apply your knowledge gains from the course and your research to create a culturally appropriate health message strategy to address the health issue. **The Communication Challenge project accounts for 25% of your final grade and is due on December 8 (the last day of the semester).**

Breakdown of Weighted Assigned Groups

Assignment Group	Total Number of Assignments in the Group	Weighted Percent of Final Grade
Engagement & Contribution* *Includes Syllabus Quiz	Varies	15
Preparation Quizzes	9	30
Health Associations	7	30
Communication Challenge	2	25

Grading Concerns

If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem **in detail** in writing and (2) follow up with me during office hours. **Note: You are expected to review my feedback given on each assignment within 24 hours of the return of the assignment. No grades will be reviewed after that 24-hour period.**

If you have questions following the posting of final course grades at the end of the term, you should present your concerns in person by phone or via Zoom during finals week or at the beginning of the next semester, as appropriate. **No emails will be responded to regarding final grades.**

Grading Scale

Assignment of final course grades will be made based on the scale that follows. No extra credit assignments or points will be given in this course. **Note: UF grades and grading policies may be accessed online at [Grades and Grading Policies < University of Florida \(ufl.edu\)](#).**

Letter	Percentage	Letter	Percentage
A 😊	100.0-94.0	C	76.9-74.0
A-	93.9-90.0	C-	73.9-70.0
B+	89.9-87.0	D+	69.9-67.0
B	86.9-84.0	D	66.9-64.0
B-	83.9-80.0	D-	63.9-61.0
C+	79.9-77.0	E 😞	≤60.9

Course Schedule

The following course schedule is subject to change to accommodate unforeseen circumstances.

Week/Dates O: Online prep; C: F2F Class	Module No. Topic	Assignments R: Read; Q: Quiz; HA: Health Associations	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
1 O: Aug 23 C: Aug 25	0 Orientation	<ul style="list-style-type: none"> R: Canvas Orientation materials Q: Syllabus HA0: Hopes and Fears 	<ul style="list-style-type: none"> • Aug 27: Syllabus Quiz • Aug 27: Health Associations 0
2 O: Aug 30 C: Sep 1	1 What Is Health Communication?	<ul style="list-style-type: none"> R: Text Ch 1 Q1: Applying Communication Principles HA1: Health-Related Experience 	<ul style="list-style-type: none"> • Aug 30: Quiz 1 • Sep 3: Health Associations 1
3 Sep 6 C: Sep 8	2 Current Issues in Health Communication	<ul style="list-style-type: none"> R: Text Ch 2 HA2: Medicine Through the Ages 	<ul style="list-style-type: none"> • Sep 6: Labor Day • Sep 10: Health Associations 2
4 O: Sep 13 C: Sep 15	3 Managed Health Care	<ul style="list-style-type: none"> R: Text Ch 2 Q2: Managed Care Vocabulary 	<ul style="list-style-type: none"> • Sep 13: Quiz 2
5 O: Sep 20 C: Sep 22	4 Caregiver Perspectives	<ul style="list-style-type: none"> R: Text Chs 3 & 5 Q3: Caregiver Perspectives HA3: Integrative Health Model 	<ul style="list-style-type: none"> • Sep 20: Quiz 3 • Sep 24: Health Associations 3
6 O: Sep 27 C: Sep 29	5 Patient Perspectives	<ul style="list-style-type: none"> R: Text Chs 3 & 4 HA4: Stroke of Insight 	<ul style="list-style-type: none"> • Oct 1: Health Associations 4
7 O: Oct 4 C: Oct 6	6 Cultural Influences in Health	<ul style="list-style-type: none"> R: Text Chs 6 & 7 Q4: Role Sets & Aging Trends 	<ul style="list-style-type: none"> • Oct 4: Quiz 4 • Oct 8: UF Homecoming

Week/Dates O: Online prep; C: F2F Class	Module No. Topic	Assignments R: Read; Q: Quiz; HA: Health Associations	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
8 O: Oct 11 C: Oct 13	7 Social Support	<ul style="list-style-type: none"> R: Text Ch 8 Q5: Social Support HA5: Comforting a Friend 	<ul style="list-style-type: none"> Oct 11: Quiz 5 Oct 15: Health Associations 5
9 O: Oct 18 C: Oct 20	8 Health in the Media	<ul style="list-style-type: none"> R: Text Chs 9 & 11 Q6: Health in the Media HA6: Health Information Seeking 	<ul style="list-style-type: none"> Oct 18: Quiz 6 Oct 22: Health Associations 6
10 O: Oct 25 C: Oct 27	9 Public Health Communication	<ul style="list-style-type: none"> R: Text Ch 10 Q7: Behavior Change Theories 	<ul style="list-style-type: none"> Oct 25: Quiz 7
11 O: Nov 1 C: Nov 3	10 Risk Communication	<ul style="list-style-type: none"> R: Text Ch 12 Risk Communication Preparation 	<ul style="list-style-type: none"> Nov 1: Risk Management
12 O: Nov 8 C: Nov 10	11 Planning Health Campaigns	<ul style="list-style-type: none"> R: Text Ch 13 Q8: Situation, Goals, & Objectives 	<ul style="list-style-type: none"> Nov 8: Quiz 8 Nov 11: Veterans' Day
13 O: Nov 15 C: Nov 17	12 Implementing Health Campaigns	<ul style="list-style-type: none"> R: Text Ch 14 Q9: Program Implementation HA7: Message Development 	<ul style="list-style-type: none"> Nov 15: Quiz 9 Nov 19: Health Associations 7
14 O: Nov 22 Nov 24 (Thanksgiving)	Brainstorm Communication Challenge	<i>This week you should review the resources available in the Course Project module and research topic ideas and take time to enjoy Thanksgiving with your friends and family.</i>	
15 O: Nov 29 C: Dec 1	Develop & Design & Market Test Communication Challenge	<ul style="list-style-type: none"> Project: Infographic Market Test Discussion (draft for peer feedback) 	<ul style="list-style-type: none"> Nov 29: Discussion Dec 1: Peer Reply* *due end of class (10:30 am)
16 O: Dec 6 C: Dec 8	Finalize & Reflect Communication Challenge	<ul style="list-style-type: none"> Project: Communication Challenge 	<ul style="list-style-type: none"> Dec 8: Communication Challenge (final project)

Additional Policies & Information

Office Hours

Office hours are an important part in supporting you in your learning throughout this course. Even if you do not have specific questions, needs, and concerns, I would love to meet up with you at least once during this semester. There are a couple of options to meet up:

- **Weekly drop-in chat via Zoom***: 3 p.m. to 6 p.m., Tuesdays
- **By appointment via Zoom**: If the weekly drop-in chat hours do not work for you, please email me and we will find another day and/or time.

**Although we are meeting in a physical classroom setting, I will be available weekly to meet with you in a Zoom session. Please see additional information on how to request a Zoom meeting for drop-in chat hours under the heading "Course Communication."*

Name & Pronouns

Everyone has the right to be addressed by the name and pronouns they use for themselves. You can indicate your preferred/chosen first name and pronouns on Canvas, which appear on class rosters. I am committed to ensuring that I address you with your chosen name and pronouns. Please let me know what name and pronouns I should use for you if they are not on the roster. Please remember: A student's chosen name and pronouns are always to be respected in discussions.

Course Communication

You should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. **To "regularly check" means at least two times a week.** If you fail to keep up with posted announcements, you risk missing important information related to the course, including possible changes in assignment due dates. Announcements also may be made during regularly scheduled class meetings, making attendance important as well.

Outside of my scheduled office hours, the best way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UF email address (rodgersj@ufl.edu), you risk a longer wait for a response because of the high volume of messages I receive at this email address. **You should reserve your use of email to ask questions related to personal concerns such as grades, missed assignments, or emergency situations.** I typically respond within 24 hours to emails received Mondays through Fridays. Messages received after 4 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. **All email correspondence to me must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line.**

If you have a question specifically related to the course, you should ask during our in-class meetings. These are the perfect times to ask for clarification on course materials or upcoming assignments. You also have the option of posting course-related questions to the "Raise Your Hand" Discussion Forum, where I respond as appropriate. **Note: If you send me an email of a non-personal, course-related nature, I will likely wait until our next class meeting to answer the question for the benefit of everyone in the class, or I will copy the question to the "Raise Your Hand" forum and respond there.** If you have a question, chances are that one or more of your classmates may be wondering about the same thing! My response could benefit everyone in the class. Please do not be shy about asking questions either in class or in the Raise Your Hand forum.

Recommendation Requests

I will consider preparation of a recommendation if you are actively engaged in class activities and discussions and if you **reach out and share with me your career goals and aspirations during office hours.** Recommendations may be provided for graduate programs, professional schools, internships, scholarships, and jobs only after you ask for such during office hours or in an appropriately worded email. You must provide me with all required information to write a strong recommendation. This includes, but may not be limited to:

- Recommendation forms provided by the agency involved.
- Deadlines/due dates for the recommendation.
- Contact information and address submitting recommendation.
- Résumé, and possibly a draft letter that outlines experience and qualifications for the position sought.

Please keep in mind that recommendations cannot be provided on short notice, so be sure to plan requests for recommendations to give sufficient time for preparation. **Also, consider that to write a strong recommendation letter requires that I have something substantive to say about you.** You can help provide substantive information by taking the time to check in during office hours and talking with me about the course and how things are going.

Engagement & Contribution

Attendance is my first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Your active participation is important for your learning experience, your peers' learning experience, and your course grade. In-class engagement and contribution encompass:

1. Being physically and mentally present in class.
2. Actively paying attention to me, guest speakers, and/or your peers during presentations and class discussions.
3. Contributing to in-class small group activities (regardless of out-of-class assignment submission).

Class absences will affect your course engagement and contribution grade. No makeups are given for missed in-class activities without an excused reason accompanied by formal documentation. **Note: Please refer to subheadings under Assignment Policies for more information on excused absences and allowable makeup assignments.** If you need to be absent from class, you are responsible for first checking with your class peers about information and/or assignments discussed. If more information is needed about what was missed, please discuss with me during the next available office hours. Emails concerning missed information will go unanswered.

A Note About Participation & Difficult Moments

Sometimes class discussions can be difficult. You might feel triggered by course content or by something said in a discussion. You might find it difficult to communicate with others across differences. Or, you haven't had much practice talking about a difficult and/or controversial topic in public settings.

I suspect that as we practice talking about difficult topics, we may make missteps, embarrass ourselves, or even hurt one another's feelings. Such occurrences are part of the learning process and will most likely occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope that when such situations arise, we can talk about them. I know that we will all get better at these "difficult moments" in time, and I urge you to stay with the process. Refusing to speak or missing a discussion may bring some relief in the short term, but in the long run, these behaviors tend to curtail learning, and we all lose an opportunity to gain more experience in communicating with and across all our differences.

Let's keep the lines of communication open. I invite you to talk to me personally or email to let me know how the course is going for you at any time. Your feedback is important to my teaching and your classmates' learning.

Electronics Use in Class

Technology benefits our lives in many ways. To ensure that we, as a class, maintain this benefit, I expect you to adhere to the policies related to the use of electronics in our classroom. If you fail to abide by these policies, you will be asked to leave and receive an unexcused absence. **I reserve the right to change this policy at any time:**

- Cell phones and other communicative devices (e.g., Smart watches) must be turned to off or silent during our class meeting times.
- Pedagogical research shows that your electronic use can be more distracting to your peers than to you, reducing learning significantly. For this reason, **tablets and other flat-screened (non-standing) electronics are welcome. You may sit anywhere you wish with these items. However, if you choose to take notes on your laptop (or other standing electronic device) you must sit behind your classmates** who are not using laptops or along the wall with your computer angled away from the center of the room.

We will engage in some class activities where you will be asked to use electronics; thus, you are encouraged to come to class with your laptop and/or other electronic device(s).

A Note About House Bill 233 Intellectual and Viewpoint Diversity Act

Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you 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.
3. As evidence in, or in preparation for, a criminal or civil proceeding.

All other purposes are prohibited. **You may not publish recorded lectures without my written consent.**

As defined in the bill, 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 UF course.

This 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 my permission 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 Honor Code and Student Conduct Code.

Quiz Administration & Questions

If you have a question about a quiz after completing your second attempt or the quiz closes, then you may send me an email (rodgersj@ufl.edu or Canvas Inbox) in which you should describe your concern(s) to include any justification and/or documentation (from lecture and/or readings) to support your concern. **A message simply stating you have a concern without a valid reason or support will not be sufficient to merit a review.** You should provide a page number of the textbook or slide number or slide title from video lecture and a statement of your understanding of the material. You must send an email expressing your concern within 24 hours of completing the second attempt on the quiz. I will evaluate the validity of each concern and take appropriate action as needed (e.g., respond with clarification, modify the grade as warranted). **Note: Please do not post a question on a quiz to the Raise Your Hand question forum because other students may still need to take the quiz.**

Disability Accommodation & Inclusive Learning Statement

Your success in this course is important to me. The University of Florida is committed to making reasonable, effective, and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a disability and require accommodations, please register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/>) to have an accommodation letter sent to me.

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together, we will develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus. Please also see the heading Getting Additional Help.

Academic Honesty

We want our learning environment to be honest and fair. The University of Florida has an Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) that specifies several behaviors that are in violation of this code and the possible sanctions. Cheating and plagiarism are among the forms of dishonest behaviors.

Plagiarism is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations. This means that in your writing you must acknowledge the importance of other works through direct textual references to influential books, articles, media texts (including Internet resources) and ideas. You need to use quotation marks and/or cite your source(s) when you:

- Use other people's sentences, words, or concepts.
- Summarize or paraphrase ideas or opinions.

Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me.

Course Evaluation

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing the online course evaluation via GatorEvals. You may go to <https://gatorevals.aa.ufl.edu/students/> for guidance on how to give feedback in a professional and respectful manner.

You will receive an email from GatorEvals containing information on when the course evaluation period opens. Course evaluations may be completed using the link provided in the email from GatorEvals. Alternatively, you may complete course evaluations via <https://gatorevals.aa.ufl.edu/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>. **Note: UF policy does not allow students to be given extra credit for completing course evaluations. Any professor who offers points for course evaluation submissions is violating UF instructional policies.**

Getting Additional Help

Canvas & Computing

For computing issues or technical difficulties using Canvas, contact the UF Help Desk at:

- <https://helpdesk.ufl.edu/>
- 352-392-4357
- helpdesk@ufl.edu

Health & Wellness Resources

Health and wellness resources include:

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu> to refer or report a concern and a team member will reach out to the person 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-crises 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: Call 352-392-1111 (or 9-1-1 for emergencies) or visit the UF Police Department website at <https://police.ufl.edu/>.
- UF Health Shands Emergency Room/Trauma Center: Call 352-733-0111 for immediate medical care or go to the emergency room at 1515 SW Archer Road, Gainesville. The website is accessible at <https://ufhealth.org/emergency-room-trauma-center>.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website at gatorwell.ufsa.ufl.edu | [GatorWell Health Promotion Services](#) or call 352-273-4450.

Academic Resources

Academic resources include:

- Career Connections Center (<https://career.ufl.edu/>), Reitz Union, Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (<https://cms.uflib.ufl.edu/ask>). Various ways to receive help with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>), Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio ([Writing Studio – University Writing Program \(ufl.edu\)](#)), 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and writing papers.
- Students Complaints On-Campus (<https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>).
- Online Students Complaints (<https://distance.ufl.edu/getting-help/student-complaint-process/>).