



PUR6409 INTERNATIONAL ISSUES AND CRISIS COMMUNICATION

SUMMER 2019
3 CREDIT HOURS

INSTRUCTOR

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Contents

This syllabus document contains three main sections:

1. A **course description** including a summary of major assignments and grading [L]
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2. **University policies** that apply to this and other GSC courses online [L]
[SEP]
3. A detailed **Weekly Course Schedule** can be found under modules. (please print and save!)

Contact

You are always welcome to send me a message. You can reach me by Canvas message (see your "inbox" on the left side) or email at, vmarmillion@jou.ufl.edu. I will always do my best to respond within 24 hours.

Office Hours

If you would like to chat live, it's best to contact me by email to schedule time on our calendars.

Instructor Bio

This course is designed to provide hands-on skills development around contemporary issues and to take advantage of lessons I have learned in a career that has involved government service, corporate and non-profit management, political consulting and entrepreneurship in the communications sector as owner of my own public relations and marketing firm for thirty years, Marmillion + Company (MCo).

I come from a French Louisiana background and began my career with a decade of government service in Washington, D.C., as chief of staff for a U.S. Congressman going on to manage a sector of the southern campaign in a presidential race. I would later manage the winning race for U.S. Senate for the Congressman and other political aspirants. My next assignment led me to Los Angeles, where I was director of community affairs for a global corporation, creating a program to define public/private partnerships, which gained prominence in the early 1980s. I opened my own PR firm with a partner in 1983 and soon gained a prominent client list including the J. Paul Getty Trust, LA Chamber of Commerce, Atlantic Richfield Company, among others. In 1983, our firm created the first public education campaign for LA County to name and change behavior around AIDS. We later serviced accounts with the State of California, and U.S. Centers for Disease Control and Prevention, ultimately creating a joint east and west coast foundation with Elizabeth Taylor, known today as amfAR. We became quickly recognized for our strategic communications consulting and with an impressive client list were acquired by Ogilvy & Mather, where I served as executive vice president until pulling back my firm as a boutique progressive cause agency in 1986. While a valuable experience, I learned that there were more opportunities for creativity and communicating change outside of the larger corporate environment.

Over time, MCo won more than 100 national and international awards for public relations, political media, marketing and advertising, including two prestigious Silver Anvils from the Public Relations Society of America. Eventually, MCo had offices in Los Angeles, Washington, D.C., Denver, New Orleans, Baton Rouge, Fort Lauderdale, and Cape Cod. We tackled the hard subjects most avoided like mental health, arts education, coastal restoration, climate change, child neglect, race, and even challenges to representative democracy, long before any of these issues were fashionable. That was then and this is now, having realized that operating many offices is overrated, not to mention filled with management drama. After trading in big city life for an island I've once again scaled back, run a completely paperless consultancy and maintain only a few clients so that I can devote time to writing and to you learning new things at UF. I take pride in having developed a diverse portfolio, which you will hear about as we explore case examples across all sectors and the many interest areas where I have ventured. These real cause-related cases will stimulate our discussions and challenge you to stand apart as distinguished in the market place. What attracted me to UF CJC is

a focus on ensuring that you will learn the best professional skills to practice at the highest level of quality in your chosen communications profession. If you are curious about the clients served and awards achieved, they are listed in my archived website at: Marmillion.com. (codes: valmar, vam1950 for access)

I reside in Key West, where I am an active boater, water sports enthusiast and occasional poker player. I love to cook Cajun specialties and, with my partner, keep watch over mischievous pets and own a boutique shop called, The Peace Store.

COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange “Log in to e-Learning” button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on “All Courses” on this menu. After clicking “All Courses”, you have the option to put the course on your dashboard by clicking on the star to the left of the course’s name.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

Zoom

We will be using Zoom for holding office hours and recording lectures.

THIS COURSE

Course Layout

Each week, you will be assigned lectures and videos to watch, readings, and assignments. There will be one primary project that will be documented by you in your journal and reviewed four times, including a final entry. These journal entries will be graded based on how you have been able to scaffold your learning leading to a skill set that matches your needs for learning or life. We will rely on Canvas and Zoom technologies, and you will be asked to create blog and YouTube uploads. A number of assignments will involve peer review and peer group decision-making, so let’s get to know one other.

Description

A reactionary world has evolved in part due to information technology but also because society rewards uninformed dialogue and response, which creates crises for client organizations. In corporate and organizational systems, the devil’s advocate has risen in stature for throwing risk into decision-making. At times this can be productive but too often it is debilitating to progress and creativity. The primary foil to rear view mirror attitudes – and of immeasurable value to organizations – is to become a guiding force to

establish trend-setter, leading, innovative and profitable solutions through market, societal or political positioning for your organization or client.

To be a proactive communications asset for organizations and corporations requires a specific set of competencies to become a visionary leader. Individuals are not born visionaries. Their acquired experience and knowledge should demand that their ideas are worthy of accepting and repeating. Likewise, as every organization is different, there are a set of strength factors that leading communicators develop to set them apart: authentic voice, unequal advantage, metaphors to build critical mass, third party relationships and a value proposition.

Operating in today's environment of unprecedented change, the successful global communications leader will move beyond being an observer and be the one who can clearly articulate the relative value of available strategies and be an agent of the change.

This course will explore the tools and applications for proactive strategic communications, evaluating market dynamics for reducing risk and advancing creative and meaningful solutions to communications challenges and crises.

Objectives

By the end of this course, students will be able to:

- Highlight the challenges to communicating with an information environment in flux.
- Develop approach to audience identity and message planning and determine research technique(s) most applicable to your needs.
- Apply available tools and tactics for strategic communications approach to a global issue, providing your organization a voice and reputation and embedding crisis management strategies into a communications plan.
- Utilize five strength factors for communicating: unequal advantage, authentic voice, metaphors, 3rd party partnerships, and value proposition.
- Apply writing skills to a case to support your communications rationale for taking on a global cause campaign, a compelling and effective letter to the editor or Op Ed about a crisis, and a position for management on the relationship of corporate social responsibility and profit.
- Develop approach to repel or employ the devil's advocate, assess relevant sustainable or situational value, embed trust in messaging, and demonstrate the use of authentic voice or integrity in messaging and/or the application of fear-based strategies.
- Describe various fake news approaches and their potential impact to senior management.
- Demonstrate the pros and cons of issue spokespeople, celebrities and use of metaphors for gaining critical mass.

- Lead and/or facilitate a strategy development session.
- Recognize the most useful strategies to support your future career or service.

10 Questions

Students will be able to answer the following 10 questions by the end of this course:

- How will I determine the most relevant communications techniques to support my organization and its cause with so many challenges in the information environment?
- What process can I use to determine a rationale for communicating including identifying the communications gap, unequal advantage, authentic voice, and value proposition?
- What is the best process for creating third-party beneficial or brand-supportive relationships?
- How can I use the theory of multiple intelligences to my benefit?
- How can I manage research for my client organization and what determines best methods to achieve desired results?
- How do I determine a value proposition and communicate it through effective messaging?
- What is the best approach to writing an issue or cause case document or case for support?
- How do I professionally facilitate a meeting of senior managers?
- How do I create proactive strategies to anticipate risk and crisis and avoid fake news and false information?

Course Project

Title: The Cause to Remove Plastic Straws as a Factor in the Pollution of our Seas.

Overview: In the past decade a literal mountain of evidence suggests that plastics unintentionally entering global waters have the potential to harm the food chain and destroy aquatic life. Nowhere is this more concerning than in Florida, where the state economy relies on the success of huge tourism and seafood industries. According to National Geographic, Americans use upwards of 500 million straws daily and the equivalent of five grocery bags of plastic trash for every foot of coastline spilling into the oceans annually has scientist worried. The plastics trap deadly toxins that, when ingested, make their way up the food chain, even into our food supply. Students will apply skills honed in this course to create, develop and manage a global communications campaign from the vantage point of communications manager for either a corporation or non-governmental organization (NGO). In the case of the corporation, multiple strategies will be applied to strengthen a company's corporate social responsibility (CSR) brand position. In the case of the NGO, the campaign will be a new three-year cause-related campaign complete with fundraising. In both cases, the end goal will be to change public attitudes and behavior to result in plastic drinking straws being removed as consumer service items at their point of use. Students will maintain a journal describing how each module of the course strengthened or provided new skills for tackling the assignment.

Parker, L. (02/23/18). Straw wars: the fight to rid the oceans of discarded plastics. National Geographic.com, <https://news.nationalgeographic.com/2017/04/plastic-straws-ocean-trash-environment/>

Project Example: Surfrider’s Straws Suck Campaign works with local businesses advocates for a reduction of unnecessary plastic waste like disposable plastic straws, take out containers and plastic bags.

<http://www.vancouverbc.surfrider.org/straws-suck/>

Reason Why: Embodied in creating and developing a CSR position or cause-related campaign is essential skills for global communications and crisis management. This assignment will be woven into various course modules and allow students to make important decisions, peer testing advocacy and strategy messages and negotiating with the devil’s advocate who will make an opposite case. The project will also build valuable facilitation and case development skills and provide hands on activities to establish five communication strength factors: unequal advantage, authentic voice, metaphors, 3rd party partnerships, and value proposition, always aware of applying multiple intelligences to the tactics taken to communicate.

Course Deliverables

In this course, there will be weekly discussions, weekly assignments, quizzes, and one overarching project.

TEACHING PHILOSOPHY

You will become the central actor in a contemporary information arena played out around current events and a communications environment in flux. By focusing on student-centered learning, you will be asked to do and not just recall through testing what you have studied. I have designed this course to be a practical application of skills that you can use in the real world. Assignments, projects, discussions, and quizzes are designed to give you practical knowledge and facilitate learning in a meaningful way.

This course requires graduate-level thinking, analytical skills and maturity to master the capacities of the imagination and critical thinking that will create tomorrow’s communication leaders.

COURSE EXPECTATIONS

In order to effectively address global issues and crisis management, a portfolio of skills and habits of mind are important. The first modules are designed to help students hone skills of discovery in the context of once reliable platforms for communications in flux. Where communications was once a soft convenience for organizations, the practice has now become central to organizational success. Students are expected to develop

instincts for continuous discovery and be able to analyze findings for truth and authenticity in order to develop solutions and strategic communication plans. Utilizing contemporary tools, students will apply multiple intelligences for forming effective communication strategies to reach target audiences. You will be expected to be agents rather than observers of change and to develop confidence in tactical communications decisions and skills to facilitate ideas into action.

Interactions

Effective interaction with colleagues and external audiences is a key factor in measuring the success of a communication professional. Gone are the days when anyone can rely on having an “outgoing personality” or being “good with people” as the primary skill for PR or marketing. This course is designed to build skills of interacting with people and information in ways that add to your discovery process, decision-making, and development of communication tactics and actions.

Accountability

Students are expected to keep up with the assignments and to not lag behind. This is a fast moving course and it is designed to allow everyone a degree of discovery beyond the required readings in videos. The assumption is that all students want to excel in a communications profession, so optional readings are recommended beyond those to be graded in order that one can move beyond what is required.

Group Work

Peer to peer and group assignments are embedded in this course to allow deeper dives into assignments and experiences. In some cases students will judge another’s work and in others groups will be asked to submit a project together.

Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates.

PREREQUISITE KNOWLEDGE & SKILLS

Students’ background in marketing, advertising, public relations, journalism, or similar fields is the foundation upon which this course is built. As such, accepted standards for various forms of communication and references are expected. The final arbiter for questions about grammar and style will be the Chicago style guide or APA style guide, both accessible through the UF online library.

COURSE POLICIES

Attendance Policy

As a virtual, online course without regular face-to-face classroom meetings, communication through Canvas, e-mail and online discussions will be the “attendance parallel” for this class. Students are expected to sign onto the course site at least once each day, Monday–Friday, to check for course updates, announcements and discussion sections of the site. The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is: vmarmillion@jou.ufl.edu. The instructor will respond to e-mail usually within one working day.

Deadlines

This online course requires self-direction! It is essential that you remain disciplined, on task and vigilant about sticking to the schedule and deadlines. Keep in mind that the time frame for completing your project is short. Procrastination and poor communication with your classmates and instructor will delay progress. It is your responsibility to stay on schedule by meeting deadlines and seeking advice on challenges you confront, as soon as possible.

Extensions for deadlines will be preapproved only for emergencies.

Unless excused, points will be deducted for work submitted according to the following schedule:

- | | |
|--|--------------------------|
| ○ Less than an hour late | 05 % of points off |
| ○ More than an hour late but less than 24 hours late | 10 % of points off |
| ○ More than 24 hours late but less than 48 hours late [L]
[SEP] | 15 % of points deduction |
| ○ More than 48 hours late [L]
[SEP] | 25 % of points deduction |
| ○ A week or more late [L]
[SEP] | Not Accepted |

Technical Difficulties [L] [SEP]

Issues with uploading work for a grade is not an excuse. You MUST e-mail your instructor within 24 hours of any technical difficulty if you wish to request a make-up. Contact UF helpdesk at (352) 392-HELP. If a student is having technical difficulties with Canvas, there are other means to submit completed work. A student may email pdf or .zip files or even links to Dropbox folders to the Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem.

Emergency and Extenuating Circumstances Policy

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructor immediately (email and number). Students are also advised to contact the Dean of Students Office if they would like more information on

the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

Students must inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

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

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The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is []. The instructor will respond to e- mail usually within one working day.

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Coursework Submissions

Most coursework will be submitted through Canvas, with the exception of the following:

- Assignments blog
- Presentation YouTube

Deadlines

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

- Discussions 11:59 PM EST Thursdays the week of lecture
- Assignments 11:59 PM EST Fridays the week assigned
- Quizzes 11:59 PM EST Wednesdays as scheduled
- Final Project Journal Entry 11:59 PM EST the last Friday of the semester

Letter Grades

Letter grades will be based on the percentage of total available points accumulated in the course:

A 100% to 93%

A- <93% to 90%

B+ <90% to 87%

B <87% to 83%

B- <83% to 80%

C+ <80% to 77%

C <77% to 73%

C- <73% to 70%

D+ <70% to 67%

D <67% to 63%

Grading

Grades for this course are based on a point system (see below). The course creates opportunities for collaboration and structured learning for several reasons:

1. Collaboration is the future – collaborative skills are essential skills for the 21st century.
2. We need innovators in the marketplace. Working online with others builds upon existing knowledge. Great ideas were not created in a vacuum. [L]
[SEP]
3. Learning now more than ever needs to be social and active. Our culture is about connecting with people using digital and social media. Learning happens the same way.

Current UF grading policies for assigning grade points:

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

Your work will be evaluated according to the following distribution:

- **Discussions** 20%
- **Weekly Assignments** 30%
- **Quizzes** 20%
- **Project** 30%

Assignment	Due Date	% of Grade	Points
Quiz 1 (Ungraded)	Wednesday, May 15, 2019, 11:59pm	0	0
First Quarter Discussions		5.0%	[25]
Week 1	Thursday, May 16, 2019, 11:59pm		9

Week 2	Thursday, May 23, 2019, 11:59pm		8
Week 3	Thursday, May 30, 2019, 11:59pm		8
First Quarter Assignments		7.5%	[37]
Week 1	Friday, May 17, 2019, 11:59pm		13
Week 2	Friday, May 24, 2019, 11:59pm		12
Week 3	Friday, May 31, 2019, 11:59pm		12
First Quarter Project Journal	Monday, May 27, 2019, 11:59pm	5.0%	30
Quiz 2 (Graded)	Wednesday, May 29, 2019, 11:59pm	5.0%	25
Quiz 3 (Ungraded)	Wednesday, June 5, 2019, 11:59pm		0
Second Quarter Discussions		5.0%	[25]
Week 4	Thursday, June 6, 2019, 11:59pm		9
Week 5	Thursday, June 13, 2019, 11:59pm		8
Week 6	Thursday, June 20, 2019, 11:59pm		8
Second Quarter Assignments		7.5%	[38]
Week 4	Friday, June 7, 2019, 11:59pm		13
Week 5	Friday, June 14, 2019, 11:59pm		13
Week 6	Friday, June 21, 2019, 11:59pm		12
Quiz 4 (Graded)	Wednesday, June 19, 2019, 11:59pm	5.0%	25
Mid-Semester Project Journal	Sunday, June 23, 2019, 11:59pm	5.0%	30
Third Quarter Discussions		5.0%	[25]
Week 7	Thursday, June 27, 2019, 11:59pm		9
Week 8	Thursday, July 5, 2019, 11:59pm		8
Week 9	Thursday, July 11, 2019, 11:59pm		8
Third Quarter Assignments		7.5%	[37]
Week 7	Friday, June 28, 2019, 11:59pm		13
Week 8	Friday, July 5, 2019, 11:59pm		12
Week 9	Friday, July 12, 2019, 11:59pm		12
Third Quarter Project Journal	Sunday, July 14, 2019, 11:59pm	5.0%	30
Fourth Quarter Discussions		5.0%	[25]
Week 10	Thursday, July 18, 2019, 11:59pm		9
Week 11	Thursday, July 25, 2019, 11:59pm		8
Week 12	Thursday, August 1, 2019, 11:59pm		8
Fourth Quarter Assignments		7.5%	[38]
Week 10	Friday, July 19, 2019, 11:59pm		13
Week 11	Friday, July 26, 2019, 11:59pm		13
Week 12	Friday, August 2, 2019, 11:59pm		12
Quiz 5 (Graded)	Wednesday, July 24, 2019, 11:59pm	5.0%	25
Final Quiz 6 (Graded)	Wednesday, August 7, 2019, 11:59pm	5.0%	25
Final Project Journal	Friday August 9, 2019, 11:59pm	15.0%	60
	Total	100% used to	500 points

		<i>calculate grade</i>	<i>possible</i>
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UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Dememeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources

Other resources are available at [http://www.distance.ufl.edu/](http://www.distance.ufl.edu/getting-help) getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. 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>

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE & ASSIGNMENT DETAILS

Weekly Lectures

The Instructor will post lecture videos to Canvas.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

COURSE SCHEDULE

WEEKLY MODULE DATES

State when your weekly module starts and ends (typically open Monday, end Sunday). Provide specific instructions for week 1 modification if the semester does NOT start on Monday.

Please refer to provided dates for your semester from your program director and/or the associate director. Paste below

- Week 1** – Monday, May 13th – Sunday, May 19th, 2019
- Week 2** – Monday, May 20th – Sunday, May 26st, 2019
- Week 3** – Monday, May 27th – Sunday, June 2rd, 2019
- Week 4** – Monday, June 3^h – Sunday, June 9th, 2019
- Week 5** – Monday, June 10th – Sunday, June 16th, 2019
- Week 6** – Monday, June 17th – Sunday, June 23th, 2019
- Week 7** – Monday, June 24th – Sunday, June 30st, 2019
- Week 8** – Monday, July 1nd – Sunday, July 7th, 2019
- Week 9** – Monday, July 8th – Sunday, July 14th, 2019
- Week 10** – Monday, July 15th – Sunday, July 20th, 2019
- Week 11** – Monday, July 22rd – Sunday, July 28th, 2019
- Week 12** – Monday, July 29^h – Sunday, August 4^h, 2018

Course Introduction & Syllabus

- Provide links to recorded course introduction
- Provide link to recorded syllabus introduction

Weekly Lectures

All lectures will be recorded and available on Canvas, where, in case you have a valid reason for being absent, you will have access. Presentation of the project and assignments will be part of the lectures.

Assignment Details

Discussions

Each week, you will be required to respond with a discussion post in Canvas. Discussions are due at 11:59pm Thursdays. In Canvas, click on the “Assignments” tab and navigate to the current week’s discussion forum. Discussions are meant to facilitate insightful conversation among students. Please respond thoughtfully and think critically when responding to discussions. Each assignment has various parts, some are related to group and peer work to give you an opportunity for peer-to-peer interaction. Quizzes are designed to help you retain important facts. Finally, there are four journal entries, one each quarter and a final. These journal posts allow you to scaffold your learning and explain how all lessons build into a complete course of learning and add to your skills, competencies and confidence.

Syllabus Page in Canvas: (include link here)