Video Storytelling

MMC 6936
Academic Term: Fall, 2020
4 **Credit Hours**

Instructor
Name: Dr. Colleen E. McEdwards
Email Address: mcedwardsc@jou.ufl.edu
Virtual Office Phone Number and Times: Monday 9-11 a.m., Wednesday 3-5 p.m., EST or by appointment on Skype, chat, WhatsApp, or good old-fashioned phone.

Teaching Assistants

- N/A

Course Description & Prerequisites

Corporate messaging, branding, news and information, even self-published stories and opinions are more visible, shareable and potentially influential than ever before. Students will review and analyze traditions in storytelling and its evolution from traditional to modern-day structures. Students will examine narrative structures including character, arc, master plots and framing, and apply such elements to communication contexts relevant to our age of rapid communication and ubiquitous information. Students will assess and create video content that forges an emotional connection and tells a story in a memorable way without sacrificing accuracy or message. Students will examine how organizations and brands are leveraging trans-media storytelling to reach key audiences through compelling video narratives. Students will apply storytelling techniques in authentic communication contexts relevant to today's professional, digitized world. Building on students' foundation in video gathering and editing, the course requires students to storyboard, develop characters and critically evaluate elements suitable for video stories.

Course Pre-Requisites / Co-Requisites
None, though some basic skills in video shooting and basic editing are helpful.

Course Delivery Mode & Time Commitment

This is a fully online course and you must log into Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM, ET, and ends on Sunday at 11:59 PM, ET. The course begins with the Course Orientation (START HERE) Module, which will familiarize you with the course.

Time Commitment
Expect to spend between 10 to 20 hours per week, per course, watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Course-Level Objectives

Upon successful completion of this course, students will be able to:

1. Identify and evaluate storytelling theory and structure in a variety of media contexts.
2. Describe the evolution and current role of storytelling to reach audiences and tell a brand or organization's story.
3. Differentiate and tailor communication to meet the needs of different listeners.
4. Identify models for story framing and master plots and their applications in professional contexts.
5. Design storyboards using free wireframe and design apps to construct a visual narrative.
6. Produce a rough cut and final edit using video techniques suitable for publication online (technical skills will be briefly covered separately).
7. Differentiate among media appropriate for storytelling on various platforms.
8. Analyze video and tailored writing to craft hooks or openings for stories to appeal to targeted audiences.
9. Apply storytelling techniques to public relations formats such as pitches, news releases, social media and advocacy campaigns.

Textbooks & Materials

Required Course Textbook(s)

There is one required textbook. It's clear, practical and worth owning. *The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand,* Ekaterina Walter and Jessica Gioglio, 2014.

Most of our other readings will be free and accessible online. Access to a device that allows you to download free apps and your UFL accounts allowing access to Lynda.com and Adobe Premier Pro or other editing software of your choice are required. The ability and confidence to do self-guided training on editing software is also helpful.

Publisher Materials
N/A

Minimum Technology Requirements & Computer Skills

Any simple video recording device including Flipcam, cellphone, DSLR camera; any video technology you are comfortable with and can offload to your computer. A good quality, affordable microphone and tripod are suggested but are not required. Readings may update based on current trends and sometimes even current events. Readings will be listed in the course schedule and in each weekly module on Canvas.

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas
- Specifications
- Reliable Web Browser: Login to Canvas and make sure your Internet browser is compatible.

Peripherals
- A backup option should be available to minimize any loss of work such as an external hard drive, a USB drive, cloud storage, etc.

Hardware
- Dependable computer.
- Computer speakers.
- Headset with microphone.
- Webcam.

Software
- Microsoft Office 365.
- UF Apps – access UF software applications from any device from any location, at any time.
- Canvas Mobile App: Download instructions for iOS device or Android device.
- Adobe Reader
- https://ufl.zoom.us/

Internet Connection
- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Subscriptions, Plug-Ins, and Other Tools
Adobe Flash Player (Good until the Microsoft update December 31, 2020.)
- JAVA

MINIMUM COMPUTER AND DIGITAL INFORMATION LITERACY SKILLS REQUIREMENTS

The general and course-specific computer and digital information literacy skills you must have to succeed in the course include, but are not limited to, the following:
- Accessing the Internet.
- Using Canvas.
- Using email with attachments.
- Basic video recording, offloading images and videos from a device to a computer.
- Basic knowledge of video and/or audio file formatting.
- Creating and submitting files in processing program such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, basic video/photo editing software and other programs.

- Posting and commenting in an online discussion.
- Searching the University of Florida library and websites.

Technical Support

In the event that you have technical difficulties with your course, please contact the UF Computing Help Desk either by filling out an online request form or calling 352-392-4357 - select option 1. The Help Desk is located on the ground floor of the Hub on the UF campus.

If your technical difficulties caused you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor. Include the ticket number that you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support
For all Technical assistance questions please contact the UF Computing Help Desk:
Phone: 352-392-HELP (4357)
Email: helpdesk@ufl.edu

Please Note
Your instructor is not able to handle technological issues or answer questions related to computer issues. If a problem of this nature arises that causes you to miss an assignment, you must provide your Help Desk ticket number to the instructor in order to receive an extension.

Course Grading Policies
Grading Criterion, Late Assignment Policy, and Expectations for Assignments

GRADING CRITERION

This class, like others, involves many deadlines. And because this is a journalism-related course, we have to treat deadlines like the professionals do. Late work is not accepted without a verifiable emergency discussed with me in advance (also see the University late work policy below). Technical problems with video uploading etc. do not constitute emergencies in this course. Plan ahead. File early. What can go wrong, will go wrong.

The new lecture week starts on Mondays. Most major assignments are due Sunday evenings to allow plenty of weekend working time particularly for shooting and editing assignments. Check the Canvas assignment folder to confirm due dates of all assignments.

Discussion Boards (15 %)

Assignment discussion postings are due on or before 11:59 p.m. EST Friday of the week assigned. Comments to your classmates are due on or before 11:59 p.m. EST Sunday of week assigned.

Your initial post must be a substantive and scholarly submission. You must reply to at least two other students' posts and your instructor with a substantive and scholarly response. A substantive response adds scholarly value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Responses such as "I agree," "Ditto," etc., are not acceptable replies and the rules of Netiquette must be followed. Replies are not texts with friends and proper rules of writing must be applied including citations and references (do not plagiarize).

Video/Editing Assignments (25 %)
A series of short video and editing assignments will be required as beginners master basics and more advanced students enhance their skills. The sequence of assignments may change with adequate notice based on issues around the Covid pandemic (last semester we shot in-home rather than in the field) or as news develops. The first two weeks of the course (minimum) will involve self-guided training on Lynda.com on the editing software platform of your choice, tailored to the preexisting skill level of each student.

Assignment 1 The Basic Edit:

After completing Adobe Premier Pro editing training on Lynda.com, submit to Canvas an example of a short edit. You may complete as many or as few training modules as necessary, depending on your existing editing skills and familiarity with editing software. You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check. A packet of b-roll, interview, music and sound will be provided by Zip file on Canvas. Demonstrate that you have mastered a short edit (30 seconds to 1 minute), or if your editing skills are already well developed, show us your stuff!

Assignment 2 Story Through Stills:

This is an editing and visualization exercise. We will slowly wade into shooting video, but let's begin with still pictures or still shots. Use a still camera, or for those comfortable with video already, you may shoot video using still shots only (no zooms, no pans, no movement, just well-composed static framed shots). Assemble this story using 5-10 still photos or static shots using CUTS ONLY (no dissolves, no flips, no editing effects) creating a simple, elegant, aesthetically pleasing, thematic or story-oriented sequence. You may use ambient sound, or a subtle music bed (for advanced editors) but no voice over, and no dialogue or sound bites in these stills. Just images that represent a theme or story when cut together. You must use your own images. Nothing from the internet or shot by someone else.

Assignment 3 Sequences and Storytelling:

Now, let's get moving. A vital visual skill is learning to think about how specific shots fit together to tell a story. No matter what skill stage you are at, take it to the next level by shooting and editing a short sequence. Use your smartphone or video recorder of choice and shoot a person or activity requiring multiple, sequential steps. Include the elements of video sequences covered in lecture. Advanced learners may also include a short soundbite, natural sound or music (1 minute – 2 minutes long). We will share these videos in the Canvas discussion folder for informal peer feedback. You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check.

Assignment 4 Civics and Storytelling:

Refining skills in shooting angles, sequences, and modulating background audio. Shoot and edit a short video (2-3 minutes) that features something of interest in your community. Think civics, local laws, institutions, cemeteries, town squares, churches or other points of interest. While shooting and editing, pay attention to background sound levels and practice smoothly adjusting those. Think like a reporter. Have an eye for the interesting, the unique, the important and the relevant. Or think like a public relations professional and highlight something in your community that's notable. Most of all, think like a storyteller: use your video to bring a subject to light.   A short, written explanation will also be required for this assignment (see Canvas for details and prompts).

Assignment 5 Interview and Edit:

A short interview assignment that will help you avoid mistakes later. You will shoot and edit an interview, cutting it down to a 1:30-2-minute interview with soundbites edited together using cuts only. No extra visuals, video cover or sound effects, just good, clean interview audio. You may interview any person of your choice and to keep production issues simple early in the course, you may include friends or family for this assignment. Practice is the thing here. Choose a good background, work on lighting if you are indoors, choose a quiet space if you are outdoors and experiment with how close you will need to be to your subject for good sound quality (this will depend on your equipment of choice). Though this is not an interviewing course, Canvas materials will include tips and guidance on all competencies from interviewing to editing sound bites into a package that has the arc of a story.

Assignment 5 Explain Anything:

An introduction to the immensely popular and evolving "Explainer" genre. Think social media. Think short (Twitter or Facebook) and think playable with or without sound. Review Now This News samples discussed in lecture. You may use any platform of your choice to create a 1-2 minute video, slideshow, photo essay or graphical content that tells a story, conveys information, actuality (an authentic moment on video) or short explainer. For those with advanced video and editing skills, this is a great time to try a new app such as Cameo, Adobe Slate, iMovie, Mural, Soundslides, Videolicious (covered in guest-lecture). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your media must be playable and cannot be privacy blocked if you submit by link. Triple check.

Assignment 6 Storyboard:

Submit to Canvas a storyboard for your proposed final projects (themes and choices will vary term-to-term) drawn on Balsamiq, Canvanizer, Padlet or other free wireframing app. You may export your wireframe/storyboard or submit a link. Include a textual description/pitch of your concept, approach, elements, and a brief synopsis of the story (300-600 words).

Final Video Project Draft and Rough Cut (30 %)

Shooting and re-shooting takes time, so please plan accordingly in this portion of the course. We slow down quite a bit in the final weeks to allow time to research, plan shoot and revise. Submit to Canvas your rough cut of your final project video story. Produced on the platform of your choice, you are aiming for a short video story (2-4 minutes). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Reminder: Your video must be playable and cannot be privacy blocked if you submit by link. Triple check. (Informal, regular peer review opportunities will be presented for each major assignment in Canvas. Details in Canvas).

Final Video Project and Formal Peer Review (30 %)

Revise and post to Canvas your final video project as an Mp4 or hosted video link. The subject and scope of this project varies. See Canvas for details. You will be allowed freedom to choose your project OR select from a PR-campaign focused video around a current, relevant issue. A short, written description and rationale applying storytelling theory to your project concept will also be required. Peer Review: Due last week of the term. Using a peer review template and rubric, provide constructive feedback to a course partner(s) (your instructor will assign peer review teams and provide rubric). Upload completed feedback form to Canvas. Dr. McEdwards will provide the form and assign you to a peer review team.

*A note for fall 2020 and Covid-19. Assignments may change depending on your geographical location, comfort-level and the trajectory of the virus. We may evolve in to at-home shooting. The final project may become more of a project outline and proposal with minimal or no outside shooting depending on circumstances. We accomplished this very well

in the spring semester when the pandemic first began. No student will be asked to put themselves at risk to complete video assignments. We will modify safely and efficiently throughout the course.

Your grade will be calculated based on the following:

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they not count towards the final grade. • Student Introduction • Course Evaluation	0	0%
8 Discussions and substantive responses • Worth 20 points each.	160	15%
6 Video/Editing Assignments • Worth up to 100 points each.	600	25%
Final Project Sequence (rough cut/draft 30%; final project/peer review 30%) • Worth up to 100 points each and weighted as above (May be tweaked in Covid-19 affected terms/see above).	400	60%
TOTAL	**1160**	**100%**

Grade	Percentage
A	**92.5-100%**
A-	**89.5-92.4%**
B+	**86.5-89.4%**
B	**82.5-86.4%**
B-	**79.5-82.4%**
C+	**76.5-79.4%**
C	**72.5-76.4%**
C-	**69.5-72.4%**
D+	**66.5-69.4%**
D	**62.5-66.4%**
D-	**59.5-62.4%**
E	**0 – 59.4%**

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the UF grading policy for more information.

LATE ASSIGNMENT POLICY

Late assignments will not be accepted unless it is a University excused absence as stated in the attendance policies. ***No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.*** If potential issues arise concerning submitting final work, students should contact their instructors before deadlines to discuss the possibility of an Incomplete Grade Contract.

1. Late Assignment Grade Reductions
   a. 0-24 Hours Late: 10% reduction in grade.
   b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
   c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

EXPECTATIONS FOR ASSIGNMENTS

- **Missed Live Lectures**
  In courses where there are live weekly or bi-weekly lectures, a recording of the lecture will be provided if you cannot attend. You will be responsible to "make-up" the missed lecture by viewing the recorded lecture and completing a required assignment. (If applicable, state the nature of the assignment (a written synopsis, video synopsis, outline, reaction paper, etc.).

- **Course Evaluation**
  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/.

Accessibility Policy

Students requiring reasonable access to services and resources required by the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations, please access UF Accessibility for all options available to you. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Please register early!

Contact Information
- For ADA questions: Dr. Russ Froman, rfroman@ufl.edu , Phone: 352 - 273-1094
- Disability Resource Center: Gerry Altamirano, galtamirano@ufl.edu , Phone: 352 - 392-8565
- Electronic Information Technology & Communication Accessibility: Anne Allen, alallen@ufl.edu , Phone: 352- 871-2707
- For persons with hearing or speech related accessibility needs: When trying to access an office on campus that does not list a TDD/TTY number, contact the Florida Relay Service at 800-955-8771(TDD) or 711 (V/TDD).

Accessibility Resource Center
University of Florida
PO Box 114085
Gainesville, FL 32611-4085
Phone: 352-392-8565
Email: accessuf@dso.ufl.edu

Address
Environmental Health and Safety Administrative Offices
916 Newell Dr
Gainesville, FL 32603

For more information, see UF's [Electronic Information Technology Accessibility (EITA) Policy](#).

Communication Policy

EXPECTATIONS FOR STUDENTS

Announcements
You are responsible for reading all announcements posted in the course room each time you log in.

Email
You are responsible for reading all your course email and responding in a timely manner (within 24 hours).

Video Conferencing
You are responsible for attending course video conferencing meetings. If you cannot attend the video conferencing meeting, please advise the instructor and/or your team at least 24 hours in advance (exceptions can be made for legitimate emergencies). You are expected to demonstrate netiquette and etiquette communication expectations.

Course-Related Questions
Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK

Email Policy

Our class Gmail account or UFL e-mail will be the best way to reach me quickly. I check e-mail regularly during business hours (expect a very quick response) and once on weekends (expect response to be delayed). Post general questions to our online discussion forum. Sometimes your colleagues will be the best resources. I will hold 1-2 optional, live, online sessions to review major assignment questions (timing TBA). I have created the following Gmail account for us at: videostorytellingmced@gmail.com. This e-mail will come directly to my phone. I will also send group e-mails from this account with UF email accounts cc'd.

Assignment Feedback Policy
The instructor will provide feedback on submitted assignments within 2-5 days of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you. In this video storytelling course, building on each assignment is crucial to your learning. Therefore, I am committed to prompt, thorough grading so that students can build upon their skills and knowledge with timely, meaningful feedback before the next assignment is due.

Course-Related Questions Policy
Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Video Conferencing
The instructor will provide any information on required video conferencing within the courseroom.

Electronic Communication Policy
In addition to the University's policy, please consider the following:
- Privacy, confidentiality, and security in all electronic communications. See [Information Security](#).
- All electronic communication resources must be used for the course and in alignment with to the CJC Online and

University mission. See the [Acceptable Use Policy](#).
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Prohibited online access without consent.
- Prohibited disruption of services including introducing computer contaminants (viruses).
- Prohibited [harassment](#) of any kind.

Privacy
If your course includes live synchronous meetings, the class sessions will all be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please see UF's Information Technology [policies](#) for additional information.

Select CJC and University Policies and Guidelines

Academic Integrity Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." The [Student Honor Code](#), Violation of the Student Honor Code, specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to the appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA's in this class.

Netiquette
Casual style of communication is commonly found in the online environment and students are sometimes tempted to relax their grammar, word choice, syntax (arrangement of words to create well-formed sentences), writing mechanics (capitalization, punctuation, and spelling), and/or professionalism. Keep in mind when communicating with others to be courteous, civil, respectful, and professional. Please remember that you are adult students and professionals—your communication must be appropriate.

Online Attendance Policy
Since the course is online, you should access your course at least four times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing a major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately.

Students are responsible for meeting all academic objectives as defined by the instructor. In general, acceptable reasons for absences include illness, serious family emergencies, special curricular requirements, military obligation, [severe weather conditions](#), [religious holidays](#), and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. [Excused absences](#) must be consistent with university policies in the Graduate Catalog and require appropriate documentation. For additional information, see the [attendance policies](#).

Plagiarism

Plagiarism is unacceptable; especially, in the academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, submission of academic work that has been purchased or obtained (see the UF Policy: Student Conduct Violation). Remember that plagiarism is not acceptable in any of your work including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. Always cite your sources!

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Notification to Students of FERPA Rights

There are federal laws (FERPA) protecting your privacy with regards to grades earned in courses and on individual assignments.

Student Guidelines for Courseroom Challenges

Student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines:
1. You should first *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc.
    i)   In the Course Orientation Module, you will find the Frequently Asked Questions (FAQ) page which has been placed there for the purpose of addressing course questions, issues, and challenges.
    ii) In the Course Orientation Module Welcome page, under Meet your Instructor, you find the faculty members email and directions for requesting an appointment where you can address any concerns and/or questions.
2. If after meeting with *the faculty member teaching the course* you are still not clear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Video Conferencing Etiquette

Video conferencing is an excellent tool to interface with your peers and instructor(s) and there are also netiquette expectations to ensure that all participants are respected and treated with civility. Please make sure that you follow all of the netiquette and etiquette expectations including the following:
1. Be punctual and courteous.
2. Position your camera at eye level with good lighting.
3. Show respect and professionalism by dressing business casual or business professional.
4. Make sure your background is in a proper setting with minimal distractions.
5. Mute your microphone when you are not speaking.

Writing Style

In order to meet the academic rigor and standards of a graduate program, all students are required to use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, intext citing and references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Academic and Student Resources

Academic Resources

- One UF Student Portal – Course registration, final grades, transcript requests, degree audit.

- GatorEvals – Online faculty evaluations and results.

- UF Bookstore: Phone: 352-392-0194, Email: ufbookstore@bsd.ufl.edu

- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
  UF Library Services for Distance Students
  Ask a Librarian – chat with librarians online.
  CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhine@uflib.ufl.edu.
  Course Reserves: Electronic resource reserve items that can be accessed via links or files.

- Copyright Concerns of Graduate Researchers: Information and resource guide on copyright concerns.

- Teaching Center: General study skills and tutoring. Broward Hall, Phone: 352-392-2010 or 352-392-6420.

- Writing Studio: Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

- Online Student Complaints: This process is designed to make every attempt to resolve student complaints within its academic and administrative departments at the program level.

- Information for Veterans: Veterans Affairs Certification: Phone: 352 - 294-2948

Student Resources

- Graduate Student Resources: Available resources for graduate students. Your advisors are here to support you, answer questions, help with registration, and other sources. Email onlineadvising@jou.ufl.edu.

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or Phone: 352-294-2273 so that a team member can reach out.

- Counseling and Wellness Center: 3190 Radio Road, Gainesville, FL 32611
  Phone: (352) 392-1575, Fax: (352) 273-4738

- Sexual Violence Response: Victim services, Care Area, UF Police Department, and Title IX.

- University Police Department: Resources available include the Office of Victim Services and Community Services Division. Emergency: 9-1-1; Non-Emergency: 352-392-1111.

- [Gator Connect](#): Online database of student organizations.

- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

- [Veteran Services](#): Office of Student Veteran Services, Phone: 352-294-2948, email: vacounselor@ufl.edu. |Collegiate Veterans Success Center, Phone: 352- 294-7215, email: charlotte.kemper@va.gov.

- [Student Financial Affairs:](#) Financial aid counseling including Aid-a-Gator program. Phone: 352-392-1275.

- [Student Success Coach](#): Meet with a graduate student coach that can support you in numerous ways during your time in graduate school, such as time and stress management, motivation, organization, and much more.

The instructor reserves the right to adjust this syllabus, as necessary. Course due dates and assignments may iterate and be updated in Canvas with additional email and announcement notification.