

PUR 6607 – PUBLIC RELATIONS MANAGEMENT
Section 8258 – Course Syllabus – Spring 2016
Thursday, Periods 4 to 6 (10:40 am to 1:40 pm)
WEIMER 1090

Professor: Deanna K.W. Pelfrey, APR, Fellow PRSA
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Office Hours: Wednesday – 1:00 pm to 3:00 pm
Thursday – 2:00 pm to 4:00 pm
or by pre-scheduled appointment

Appointments. Please visit Professor Pelfrey during designated office hours to discuss assignments, class-related materials, or any other academic concern; or, if you are unavailable during office hours, please schedule an alternate appointment with the professor via the email address listed above.

Purpose & Course Description. PUR 6607 is a master's level graduate course designed to examine the application of strategic management principles to the development of public relations programs. A particular emphasis is placed on public relations as a management function internally and externally between an organization and its key stakeholders. Through case studies and other mechanisms, students will examine these key principles in the primary public relations practice specializations, including media relations, employee relations, community relations, government relations, consumer relations, issues management and crisis communications, etc. A goal of the course is to build a bridge between the public relations academic and the practitioner and to help students become knowledgeable of the ever-increasing opportunities offered across the world in government, transnational businesses, non-governmental organizations, and global agencies.

During some class sessions throughout the semester, special guest speakers may be invited to share their expertise and experience – either face-to-face or via Skype/other.

The research and presentation of multinational organizations' communication efforts involving home, host, and/or transnational publics/audiences, will allow students to put the class content in perspective and to reaffirm acquired competencies.

Method of Instruction. This learner-centered course will primarily use class discussion and hands-on instruction to engage in the learning process. We will rarely simply recount what is stated in the readings, but rather use them as a springboard for expanded discussion. There will be minimal lecturing in this course. We will emphasize *interactivity* and *collaboration* and classes will move in

a seminar format much like the collaborations that operate in the professional world.

This course is outcomes-based, and students will **be evaluated primarily on the ability to transfer the theory and knowledge shared in class and found in research into workable solutions. It is essential to keep up with the reading schedule and come to class with the assigned reading's concepts in your memory and in your written reading notes.** Not all of the materials that you read will be discussed or explained in class, therefore, if you need further explanations or clarifications, please take advantage of the posted office hours.

Course Objectives. Upon successful completion of this course, students who are actively involved in class – via participation, leading class discussions, posting comments, research, reading, and other activities – should accomplish the following objectives:

- To increase understanding of the major perspectives in public relations practice and management.
- To develop skills in applying public relations management principles to a variety of organizational situations and circumstances.
- To apply knowledge of public relations management to the student's own research and professional career.
- To increase awareness of the different types of private, public, for-profit, not-for-profit, and activist organizations that use public relations strategies in a global arena.
- To increase understanding of the issues of multiculturalism and diversity related to public relations.

Required Text. The required text for this course is:

McKee, K.B., & Lamb, L. (2009). *Applied Public Relations: Cases in Stakeholder Management* (Second Edition). New York, New York: Routledge, Publisher.

Because we have only one required text, significant supplemental readings will be supplied or read online throughout the course.

Recommended Supplemental Resources.

- General public relations web site portal, especially related to public relations education: <http://lamar.colostate.edu/~pr/>
- Institute for Public Relations: <http://instituteforpr.org/>
- Arthur W. Page Society resource links page: <http://www.awpagesociety.com/resources/links.asp>
- Public Relations Society of America (PRSA): <http://www.prsa.org/>
- PRSA Silver Anvil Awards home page: <http://www.silveranvil.org>
- PRSA Volunteer Chapter: <http://www.volunteerprsa.org/>
- Council of Public Relations Firms: <http://www.prfirms.org/>

- Public Affairs Council: <http://www.pac.org/>
- Issues Management Council: <http://www.issuemanagement.org/>
- National Investor Relations Institute: <http://www.niri.org/>
- Global Alliance for Public Relations and Communication Management: <http://www.globalpr.org/knowledge/landscapes.asp>
- International Association of Business Communicators: <http://www.iabc.com/>
- International Public Relations Association: <http://www.ipra.org/>
- Women Executives in Public Relations: <http://www.wepr.org/>
- National Black Public Relations Association: <http://www.nbprs.org/>
- Hispanic Public Relations Association: <http://www.hpra-usa.org/>
- Journal of Public Relations Research: <http://www.lib.utk.edu/cgi-bin/auth/connect.cgi?sfxejournal=1062-726X>
- Public Relations Review: <http://www.lib.utk.edu/cgi-bin/auth/connect.cgi?sfxejournal=0363-8111>
- Public Relations Quarterly: <http://www.lib.utk.edu/cgi-bin/auth/connect.cgi?sfxejournal=0033-3700>
- Public Relations Tactics: <http://www.lib.utk.edu/cgi-bin/auth/connect.cgi?sfxejournal=1080-6792>
- The Plank Center for Leadership in Public Relations: <http://www.plankcenter.ua.edu/>

Additional Suggested Books and References.

- Maidment, Fred. (2009). *Annual Edition: Management, 15/e*. McGraw Hill.
- Morley, M. (2002). *How to manage your global reputation: A guide to the dynamics of international public relations*. Washington Square, NY: New York University Press.
- Moss, D. & DeSanto, B. (Eds.). (2002). *Public relations cases: International perspectives*. New York: Routledge/Taylor & Francis Group.
- Newsom, D. (2007). *Building the gaps in global communication*. Malden, MA: Blackwell Publishing.
- Parkinson, M.G., & Ekachai, D. (Eds.). (2006). *International and intercultural public relations: A campaign case approach* (pp. 306-319). Boston, MA: Pearson Education/ Allyn & Bacon.
- Sriramesh, K. (2004). *Public relations in Asia: An anthology*. Singapore: Thomson Learning Asia.
- Sriramesh, K., & Vercic, D. (Eds.). (2003). *The global public relations handbook: theory, research, and practice*. New Jersey: Lawrence Erlbaum Associates.
- Tilson, D.J., & Alozie, E.C. (2004). *Toward the common good: Perspectives in international public relations*. Boston, MA: Allyn and Bacon.
- The IABC Handbook of Organizational communication: A Guide to Internal Communication, Public Relations, Marketing and Leadership (2006) – Tamara Gillis, editor. ISBN-10: 0787980803; ISBN-13: 978-0787980801.

Van Ruler, B., & Vercic, D. (2004). *Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice*. Berlin, Germany: Mouton de Gruyter.

Reading Assignments. While there is only one required text with designated/assigned readings, additional required readings will be assigned. A specific, topical reading schedule related to the text is provided to students on the first day of class and posted to Sakai.

Students may quickly fall behind and, therefore, are strongly advised to stay current with the reading assignments. Assigned readings should be completed prior to class; students should come to class with the assigned reading's concepts both in memory and in written reading notes, i.e., prepared to discuss them intelligently in class.

Students should consider regularly reading the following publications in hard copy or on-line: *Public Relations Tactics* (this publication may be distributed in class as published); *Communication World* (available through IABC membership); *PR Week* (a weekly tabloid); *The Economist*; *The Wall Street Journal*; *The New York Times*; *The Washington Post*; *London Times*; and *Financial Times*.

Online Course Administration. Sakai will be used to administer the course communication and materials (e.g., PowerPoint files, some additional readings, handouts, assignment guidelines, evaluation forms). You can access Sakai by using your GatorLink username and password. Please check the site for announcements and/or threads of comments from either course colleagues or the professor.

Course Professionalism. The College of Journalism and Communications is a professional school and professional decorum is expected at all times. Therefore, **both the professor and students adhere to workplace norms for collegial and respectful interaction. Students are expected to arrive on time, not leave early unless prior permission is granted and wait for the class to end before packing to leave.**

Further, students are expected to conduct themselves in an honest, ethical and courteous manner – with classmates and with the professor. **Eating and privately chatting in class do not demonstrate professional behavior. Talking while the instructor or another student is talking is unacceptable;** such actions can result in a lowering of your grade.

Cell phones, pagers, beepers, BlackBerry devices, iPods, iPads, iPhones, Smart Phones, Androids, etc. must be turned off completely during class; silent mode or vibrate is not considered off. In the event of an emergency situation, notify the professor at the start of class. Laptops may be used only as a note-taking device. Surfing the Internet, checking Facebook, creating email, playing games and other activities not related to class are strictly prohibited.

Diversity Statement. Effective **public relations practice relies on the ability to recognize and embrace diversity in all its forms, including viewpoints.**

Throughout the class, students will have opportunities to see how different life experiences and cultural perspectives influence public relations practice. You are encouraged to take advantage of these opportunities in your own work and to learn from the information and ideas shared by other students. Every attempt is made to make all courses non-sexist, diverse and multicultural in content. Should the course fail to meet this goal, please visit the professor to discuss.

Students with Special Needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student **who must submit a documentation letter to the professor when requesting accommodation.** Please notify the professor at the beginning of the semester and **schedule an appointment** to deliver the accommodation letter and to discuss requests for special provisions.

Academic Honesty. **The work you submit must be your own work and it must be original for this class.** You must not use direct or paraphrased material from any other source, including web sites, without attribution. You cannot submit anything that a peer wrote for this class, you wrote for another class, at an internship, as a volunteer, or in any other academic or professional setting. The professor will handle any incident of academic dishonesty in accordance with the University of Florida policy, such as the UF Honor Code and the Academic Honesty Guidelines that have examples of cheating, plagiarism, bribery, misrepresentation, conspiracy and fabrication.

Plagiarism (literary or artistic theft), copying someone else's work or other forms of dishonesty will not be tolerated. Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course. University guidelines will be followed for any offenses.

Having someone else do your work for you is considered academic dishonesty.

When completing any of your writing assignments for this class, it is imperative to clearly attribute where you obtained your information, whether it's from a web site or from an organization's internal document. **To clarify, you cannot copy anything word for word from any source without putting quotes around it, even if it is provided directly to you from the organization.** This includes web site copy, mission statements, etc. In these cases, you should paraphrase and cite the source as you write or simply quote it.

In short, please don't try to cheat – it's just too painful for both you and me!

The University of Florida Honor Code was voted on and passed by the Student Body in 2006. The specifics of the Honor Code are attached. (See <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.html>.)

Attendance. **As a graduate level course, attendance and punctuality are expected.** Anything else will negatively affect your grade. Attendance will be

taken every class. **One absence will be allowed without penalty. More than one absence will result in a penalty of -1% on the final grade for each additional absence (maximum of 10%). Two unexcused late arrivals (or early departures) equal one absence.**

Please be seated and prepared for class to begin on time. Lectures and discussions will not be postponed to allow for unpacking. Students may pack to leave only when the professor has dismissed the class; premature packing is disruptive to fellow students.

Please be aware that a student who attends class irregularly, comes to class late, leaves class early, fails to complete assignments on time or neglects assigned readings or posting comments can normally expect to earn a low grade.

Missed Class. Let the professor know **in writing** as soon as you realize you will need to miss class, preferably at the beginning of the semester, as it allows critical assignments or guest lectures to be properly planned.

If you miss class for any legitimate reason, including sickness or university-related travel, you must contact the professor before class meets (email is fine) and, then, provide written documentation of the reason at the next class meeting.

Students missing class must obtain class notes from another student. **Notes and/or PowerPoint slides are not available directly from the professor or the discussion leader(s). PowerPoint slides will be posted on Sakai.**

Deadlines. The practice of public relations hinges on meeting deadlines. Missing deadlines not only can damage a public relations professional's credibility, but also can lead to termination of a relationship with a client or to dismissal. Thus, **deadlines are treated seriously in this class. All assignments are due by the start of the class period on the date of the deadline, unless otherwise instructed.** A student may submit a late assignment **only** if he or she adheres to the following procedures:

- * notifies the professor on or before the due date
- * submits no more than one late assignment in a semester
- * submits the assignment within 4 days of the due date
- * accepts a grade penalty of 10% for each day the assignment is late

Any other late assignment will not be accepted and will be given a grade of zero.

Format. All written work submitted for this course must be **coherent, logical, and carefully edited.** Writing proficiency is necessary to pass this course. **Misspellings, syntax and grammar errors as well as other writing problems are unacceptable** in work by public relations graduate students. Please do not submit materials with editing marks on them; all assignments must be **"client-ready."**

Unless otherwise specified, **all written assignments must be typed with a 12-point serif font (e.g., Times, Palatino, or Times New Roman), double-spaced and framed by one-inch margins.** No additional consideration will be given to written work accompanied by artwork or any other kind of design element. However, a well-designed piece for your portfolio will represent a tool to assist in a job search and is always appreciated.

Mechanics & Fact Errors. Unless otherwise specified, **use MLA or APA style on all assignments.** Do not assume you will remember everything from earlier courses. Locate and open your stylebook now and review. The professor does not ask this to torture you, but because it is what is expected in the profession.

Any paper containing a **major factual error will receive a grade of 50.** A major factual error is defined as one that gives the wrong information to the audience, including such things as **misspelling the client's name or the incorrect identification of key sources.** Errors which do a minor disservice to the reader, will be graded somewhat more leniently, but remember **all factual errors will be considered serious.**

Course Requirements and Evaluation. The evaluation of coursework will be based on the student's knowledge and ability to apply the course material and will be assessed in the following ways:

(1) the **ideas** you conceive *and* the extent to which you consistently develop those ideas,

(2) the **quality and added-value** of your written assignments and in-class led discussions with particular focus on your research, insights to the challenges and opportunities, problem-solving capabilities, creative and original solutions offered, presentation skills and demonstrated professionalism,

(3) the **technical quality and content value** of your **individual comment and written assignments:**

- neat, error-free copy
- material that is well-written, has clarity and is concise
- pays special attention to spelling, grammar, punctuation and style
- uses the correct basic format required for the assignment
- professional, client-ready document presentation

(4) the quality and extent of your **in-class participation and understanding of the interrelationship between the assigned readings and the class discussions, and**

(5) performance on **supplementary reading and research.**

Assignments. Students will be evaluated on individual performance demonstrated in six assignment areas, each of which constitutes a portion of the final grade. These assignments include the following:

A. Discussion Leadership=25 percent

On most days, students will be scheduled to **lead the class discussion for half the class period**. Presentations should outline the key points of the readings (assume your class colleagues have read the assignment!) for that week and pose questions to the group to foster discussion. Be sure to highlight not only the theoretical and conceptual implications of the readings, but also the practical and professional applications of the material as well.

Additional literature on the topic beyond the assigned readings for that week must also be covered. The supplementary selections will need to be pre-approved by the professor. In general, these should come from scholarly and/or professional sources, such as academic journals, books, conference papers, trade publications, mass media, and so forth. When submitting these selections, please include the entire citation in APA format. Once discussion leadership assignments have been finalized, you will be required to **immediately submit your proposed supplemental readings to the professor for approval**.

For all presentations, **discussion leaders are expected to distribute an outline to the class specifying what will be covered in the presentation**. Activities, exercises, guest speakers, examples, and other creative approaches are welcomed and encouraged. Even when not serving as a leader, it is critical that you come prepared and actively participate in the discussion. **For the discussions to be successful, the entire class must read the cases each week**.

Assessment Criteria: Each discussion leader will receive two evaluations for the discussion leadership assignment: oral and PowerPoint (or Prezi, Wix, Infographics, other). The professor will assign the discussion leadership grade based on the assessment criteria posted on Sakai. Each discussion leader will complete a candid self-evaluation and will submit the completed form to the professor on the day of the presentation. **Self-evaluation forms are posted on Canvas**.

In class we will discuss and clarify the expectations for the discussion leaders and the schedule for discussion leadership; a detailed handout is provided.

B. Online Comments: Option One or Two=10 percent

At a designated time in the semester, each student is expected to post insightful and well-conceived comments to an online discussion board on Canvas. Details regarding the individual postings are described below and will be evaluated for the quality rather than the quantity of the post.

Students will have the choice of Option One OR Option Two as outlined below and representing a value of 10%.

OPTION ONE

Comment from a Public Relations/ Communications Management Professional (10 percent) – Each student who selects Option One will decide, identify, search contact information, obtain professor’s approval, and, then, personally contact an international public relations professional engaged in a public relations/communications management position in an agency/firm, corporation, not-for-profit or activist organization. In a concise and professional manner, discuss her/his professional experience in public relations management: challenges, rewarding experiences, etc. Post the comments from the selected professional on the designated discussion board. Please provide the contact information for the person and document the date and time of the conference call/meeting. **Prior to making contact, please submit in order of preference the names, affiliations and titles of 3 selected professionals for approval by the professor; no student may contact a professional assigned to another student for this effort.**

OR

OPTION TWO

Comment from a Public Relations/Communications Author (10 percent) – Each student who selects Option Two will decide, identify, search contact information, secure professor’s approval and, then, personally contact one author either from the required text and other recommended books, or any reference cited in the assigned chapters. Ask her/him a question regarding a main idea contained in her/his work that you found relevant or interesting. Post the author’s comments in the designated discussion board. Please provide the contact information for the author and document the date and time of the conference call/meeting. **Prior to making contact, please submit in order of preference the names, affiliations and titles of 3 selected authors for approval by the professor; no student may contact an author assigned to another student for this effort.**

NOTE: Whether you choose Option One or Option Two, you must submit a request via email to Professor Pelfrey containing three names in order of your preference. Appropriate contact information must be provided. You may not submit the names of current members of the faculty at the UF College of Journalism and Communications. The professor will consider your request and will respond in a timely manner.

Upon completion of the interview with an approved professional or author, each student is expected to post to this on-line discussion board *insightful and well-conceived comments resulting from the interview.* Describe two or three particularly interesting ideas or observations gained from the interview with the approved professional or author. Please

provide **the contact information for the person interviewed and document the date and time of the conference call/meeting.**

Other colleagues in the course should feel free to comment on any posts that she/he found interesting or valuable.

C. Participation (attendance, discussion, etc.)=20 percent

Because this is a learner-centered course, **student participation in class discussions and activities is essential.** Individual assignments also contribute to this portion of your grade. The quality of your participation in class discussions and team presentations and assignments will affect your grade; therefore, attendance and active participation are crucial.

The professor's role in this course is one of collaborator, facilitator, and coach. The role of the professor and the students is to facilitate discussion. In other words, share thoughts, suggestions, criticisms, support, disagreement...but, whatever you do, talk in class.

Because of the discussion-style nature of the course, which can sometimes become passionate, please remember to be courteous in your exchanges with others. Nonetheless, enthusiastic discourse is what frequently leads to the strongest learning experiences.

This portion of the grading is subjective, and **you can earn full credit only if you consistently contribute to the class. Keeping up with the required reading will make contributions in this area more meaningful.** Your participation efforts should be steady throughout the course. At the end of the course, participation grades primarily will be based on professor and peer assessments.

D. Team Panel Project=25 percent

Students will be assigned to a team, which will form a "panel" to discuss a specific current issue offered by the professor. Each team will give a **presentation on the respective assigned topic in class during the final weeks of the semester; a hard copy of the team presentation speaking notes will be required and submitted as well.**

Presentation: Each panel member is responsible for presenting key information about the topic and providing the class with some basic "dos and don'ts" and/or examples of organizations that "do it well" and those who "do not do it so well." Class readings can be used where appropriate, but **additional research on the topic is essential.** Through this research, members of the team must determine what the professionals and experts say about how organizations and leaders should deal with the topic; the panel members should explore current business literature to find examples of real organizations that are "doing it right" (how they hire, train, access, integrate, and communicate with internal and external audiences related to this topic).

Use of video, web materials and other multi-media is encouraged. Each team must gather information from each panel member and create a 1-page (can be front and back) handout for all the students in the class to use as a guide to current “best practices” on this topic. Each panel should take approximately 30 minutes in duration with an additional 15 minutes at the end for team Q & A.

Presentation/PowerPoint Speaking Notes: Team members must collaborate on writing the speaking notes for the panel presentation. These speaking notes should clearly explain the “best practices” related to the topic. A written hard copy of the speaking notes is due to the professor in advance of the team panel presentation. Also, these notes should be included in the final PowerPoints (Prezi, Wix, Infographics, other) submitted by 12:00 noon the day before the team presentation.

Assessment Criteria: Each student will receive two evaluations for the team project assignment: team and individual. The professor will assign the team grade based on the assessment criteria posted on Sakai. The individual grade will be a result of evaluations by fellow teammates and the professor.

Each team member will complete a peer evaluation for each team member as well as a self-evaluation; the completed forms are due to the professor on the day of the presentation. **Peer evaluation forms are posted on Sakai.**

In class we will discuss and clarify the expectations for the team panel presentations and the schedule for team panel presentations; a detailed handout will be provided on the first day of class.

E. Management Analysis=20 percent

This paper is to be completed individually and to focus on a **topic in management that is of interest to you** (pending the professor’s approval).

Background: At some point in your career, you will assume a **managerial role** (either formally or informally) and be expected not only to make decisions that relate to your area of expertise in public relations, but also to serve the larger objectives of the organization for which you work.

The purpose of this paper is to allow you to **complete a literature review and analysis on the management topic of your choice** in preparation for such situations. Your analysis should be written from the perspective of the public relations executive and must focus on a management topic.

Topics: These topics are listed in the detailed handout for the Management Analysis report paper.

You may link your findings to an area or industry in which you might want to work, such as not-for-profit, international, corporate, political, healthcare, or other.

To obtain final approval of your topic, please email the professor a **summary of your proposed topic by the deadline specified in the reading schedule**. Your **summary should include the topic, purpose of the analysis, and example references that will be used**. And finally, see the professor with any questions.

In class we will discuss and clarify the expectations and the schedule for the management analysis paper; a detailed handout is provided.

Assessment Criteria: Each student will receive one evaluation for the management analysis assignment. The professor will assign a grade based on the successful accomplishment of the assessment criteria posted on Sakai. A detailed handout is provided.

Course Grading.

The grade for an assignment will depend partially on these components: **A great conceptual piece in the correct format with poorly edited writing will only get a maximum of a B, as will a technically excellent piece that is not well conceptualized or in the correct format**. If you are concerned about a grade received on a given assignment, please see the professor for discussion during regular office hours.

Assignment grades will be based on the following 100-point scale:

90.0—100	A
86.0—89.9	B+
80.0—85.9	B
76.0—79.9	C+
70.0—75.9	C
66.0—69.9	D+
60.0—65.9	D
< 59.9	E

Final grades for this course will be based on the total points earned over the term. Letter grades will be based on the 100-point scale. Please note that pluses or minuses will NOT be used on final grades:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	E

For further information about grades and grading policy, please consult:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Additional Final Notes

The professor reserves **the right to make changes** if necessary to the grading system, the syllabus and the schedule for this course.

Computers are great tools, and we'll obviously be using them in this course. But they can also be distracting! **Laptop computers are welcome in class only for taking notes.** Because your classmates as well as the professor and guest lecturers will need your full attention during our brief class time together, you may not eat, chat, email, text, tweet, surf, etc. during class time. If you simply must engage in these activities, please excuse yourself from class or you'll be asked to leave, perhaps permanently.

The professor may be reached preferably via e-mail or, alternatively, by office telephone, but please be aware that the professor may not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact the professor well in advance of a deadline in order to give the professor adequate time to respond to you.

You are expected to **arrive promptly for class,** fully prepared to discuss the assigned readings. While there are problems created by a large campus, it is your responsibility to arrive in class in a timely manner. Therefore, my good nature extends only 5 minutes. Anyone arriving more than 5 minutes late for class will be noted as absent, and his or her class participation grade will suffer as a result.

Students are **not permitted to bring guests** to class unless special arrangements have been made with the professor prior to class.

Do not submit the same work to more than one class without prior written permission from both professors. Do not adapt work from another class for this class without the PUR 6607 professor's prior written permission. Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.

More than one absence during the semester will be considered "excessive absence." You are responsible for signing the attendance sheet every class period as well as notifying the professor of the cause of your absence for a class meeting. For further information on the university attendance policy, please consult: <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>

You are expected to **maintain comprehensive class notes** because class lectures and discussions often contain information that is not contained in the readings or PowerPoint slides.

This class is intense, but is definitely rewarding. If you notice yourself having trouble, it is crucial that you see the professor immediately. Please feel free to approach the professor about any concerns you might have in this class or other

classes. The professor will do her best to have an "open door" policy with you.

Please turn off your cell phones, pagers, beepers, BlackBerry devices, iPods, iPads, iPhones, SmartPhones, Androids, etc. in class. Vibrate and silent are not considered off.

Go Gators!

Useful University of Florida Services.

Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Reading and Writing Center: <http://www.at.ufl.edu/rwcenter/>

Counseling Center: <http://www.counsel.ufl.edu/>

Dean of Students Office: <http://dso.ufl.edu>

University of Florida Honor Code
(<http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>)

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."

VIOLATIONS OF THE HONOR CODE AND SANCTIONS.

(a) **Conduct Prohibited by the Honor Code.** Students are prohibited from engaging in the following conduct:

1. **Conduct Constituting Academic Dishonesty.** A student shall not engage in conduct which constitutes academic dishonesty.
2. **False or Misleading Statement for the Purpose of Procuring an Academic Advantage.** A student shall not intentionally or in bad faith make a false or misleading statement for the purpose of procuring from the person to whom the statement is made an academic advantage for any student.
3. **False or Misleading Statement Relating to an Honor Code Violation.** In reporting an alleged Honor Code violation, a student shall not intentionally or in bad faith make a false or misleading statement.
4. **Prohibited Collaboration or Consultation.** A student shall not without express authorization collaborate or consult with another person in an academic activity.
5. **Prohibited Use of Materials or Resources.** A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:
 - a. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student has previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to submit the paper or project.
 - b. Any materials or resources prepared by another student and used without the student's express consent.
 - c. Any materials or resources which the faculty member has notified the student in writing are prohibited.
 - d. If a faculty member has authorized a student to use specified materials or resources, the student shall not exceed that authority. If the student wishes to use any material or resource to which the authority does not plainly extend, the student shall first ascertain whether the use is authorized.
6. **Plagiarism.** A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):
 - a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
 - b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
7. **Use of Fabricated or Falsified Information.** A student shall not use or present invented or fabricated information; or falsified research or other findings if the student knows or in the exercise of ordinary care should be aware that the information, research, or other findings have been falsified.
8. **Interference with or Sabotage of Academic Activity.** A student shall not do any act or take any material for the purpose of interfering with or sabotaging an academic activity.
9. **Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage.** A student shall not without express authorization take or receive materials or resources from a faculty member for the purpose of gaining an academic advantage.
10. **Unauthorized Recordings.** A student shall not without express authorization make or receive any recording of any class, co-curricular meeting, organizational meeting, or meeting with a faculty member.
11. **Bribery.** A student shall not offer, give, receive, or solicit a bribe of money, materials, goods, or services for the purpose of procuring or providing an academic advantage.
12. **Submission of Paper or Academic Work Purchased or Obtained from an Outside Source.** A student shall not submit as his or her own work a paper or other academic work that was purchased or otherwise obtained from an outside source.

