

**UNIVERSITY OF FLORIDA  
COLLEGE OF JOURNALISM AND COMMUNICATIONS**

**MAMC GLOBAL ISSUES AND CRISIS MANAGEMENT**

**PUR6409 – 2017**

**(Online Course)**

<b>Instructor:</b>	Christopher Bona, Adjunct Instructor
Instructor Contact:	christopherbona@jou.ufl.edu, 847-899-3884
<b>Office Hours:</b>	Online and by Appointment
<b>Class Meets:</b>	Online – Weekly Schedule
<b>Course Communication:</b>	Students are encouraged to contact their instructor through UF and Canvas email, either for electronic communication or to schedule a phone call

**DESCRIPTION**

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The challenge of mitigating issues and managing crises are essential skills for leaders in the communications profession and in business. This graduate course will focus on issues and crisis management from the point of view of business managers and consultants. To anticipate issues and manage crises successfully, managers need to combine strategic thinking with awareness for the importance of value-based management in preventing and managing corporate crises.

The course emphasizes real-world application by examining theory and analyzing crisis communications case studies to learn from real examples of strategy and execution. Students will gain an understanding of crisis communications management, including awareness of crisis situations, planning, executional flexibility and awareness of the needs of key publics.

By the conclusion of the course, participants should have developed a deeper understanding of the range of issues and potential crises facing organizations and an enhanced appreciation of communication strategies and tactics that can be brought to bear in such situations.

**COURSE GOALS AND OBJECTIVES**

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- Learn to scan business practices for reputational, political, and regulatory risks
- Identify best practices associated with issues communication
- Be aware of the conditions that comprise a crisis for an organization
- Analyze and apply fundamental concepts and research findings relevant to crisis planning and response
- Explore techniques for successfully solving problems in high-pressure, crisis situations characterized by complex decision environments, time-pressure, high stakes, unanticipated events, and information overload
- Design a crisis communications plan with reputation management strategies and processes

- Demonstrate effective spokesperson and media relations skills and techniques in managing a crisis response

### EXPECTATIONS

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Assignments will be completed on time and students will participate in class discussion in a professional manner while being respectful to the instructor and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

### REQUIRED TEXTS

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Title: Theorizing Crisis Communications Author: Sellnow, T.L. & Seeger, M.W. Publisher: Wiley-Blackwell Edition/Year: 1 <sup>st</sup> /2013 ISBN: 978-0470659304	Title: Crisis Communications a Casebook Approach Author: Kathleen Fearn-Banks Publisher: Rutledge Edition: 4 <sup>th</sup> /2011 ISBN-13: 978-0415880596
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### INSTRUCTIONAL METHODS

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This online course will be taught asynchronously using the Canvas learning management system. The course is comprised of weekly student discussion, readings and assignments. The new lecture week begins on Mondays.

### COURSE POLICIES

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Attendance:

- Active participation is a must in this course. It is expected that students will fully participate in the online discussions, as well as be an active supporter of their peers in this online learning environment. Because assignments are strongly tied to discussion activities, it is especially important not to miss these activities in a given week. This means posting individual thoughts about the topics, commenting on others' ideas, and responding to questions and suggestions made in response to individual postings.

Late assignments:

- NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT without prior arrangements made that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be documented. This is true for all assignments, discussion boards, case studies, etc. Assignments less than one hour late will be docked 20%. Assignments more than an hour late, but less than 24 hours late will be docked 50%. Assignments more than 24 hours late will receive the score of "0."
- There may or may not be extra credit offered in this course (this is at the discretion of the instructor).
- Requirements for class attendance and make--up exams, assignments, and other work in this course are consistent with university policies and can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### COURSE WORK

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All coursework will be submitted through Canvas.

**ASSIGNMENTS, GRADING AND DEADLINES**

This class, like others, involves many deadlines. Here is a reminder. The new lecture week starts on Mondays, and assignments are due by Sunday before the following Monday start of the new weekly lecture. All written assignments, with exception to slides, will be written in either 12 point, Times New Roman or Arial font type, with double space and regular margins. Students must follow page requirements for assignments.

ASSIGNMENTS	GRADE PERCENT
Weekly discussions	20%
Week 3 – Risk Assessment	10%
Week 7 – Mock Crisis Drill	20%
Weeks 5, 9, 11 - Crisis Case Study	45%
Week 12 – Final reflection	5%
Total	100%

**ASSIGNMENT DESCRIPTIONS AND CRITERIA**

ASSIGNMENT	DESCRIPTION and CRITERIA
<b>Weekly Discussions</b>	<p>Post a response to the weekly discussion question posted by the instructor, and respond with feedback to at least two postings of a classmate(s).</p> <p>Discussion Boards are a key part of this online course. After completing all of the readings and other assignments for this week (if applicable), review the discussion board scenario/questions and respond. You are also required to read all, and comment on or reply to a minimum of two student posts (per discussion board).</p> <p>Discussion Boards will be graded on the following criteria:</p> <ul style="list-style-type: none"> <li>• Content, Contribution of Original Thought, Connection to Course Material, Mechanics, and Deadline. You must post your initial post before you will your classmates contributions. You will not be able to edit your post, so take time to ensure your post is complete for submission before you officially post.</li> </ul> <p>Content: Post addresses all questions asked; is appropriate length to stimulate further discussion (200--- 250 words). Information clearly relates to the main topic. It includes several supporting details and/or examples.</p> <p>Contribution: Contribution is thoughtful, analytical, and original</p> <p>Connection: Author makes connections between course content, readings, and personal reflection, current events, etc.</p> <p>Mechanics: Response is well structured, logical, and free of grammatical/spelling errors PLEASE PROOFREAD before posting.</p> <p>Deadline: First post (addressing the instructor posed questions) was submitted by WEDNESDAY at midnight (EST) and the minimum two meaningful responses were submitted before SUNDAY at midnight (EST).</p>

<p><b>Risk Assessment</b></p>	<p>Select a company organization and write a 2-3 page report (appx. 2000 words) where you can take an issue/potential crisis/potential disaster/personnel situation and identify the risks and vulnerabilities that the organization needs to be prepared to manage. You may want to continue using this organization for your case study assignment. Your report should answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the organization and its business? Summarize the vulnerability or issue it faces?</li> <li>• What is the degree of risk/threat/hazard? Are they differing degrees?</li> <li>• What types of negative consequences could occur as a result of the risk? How long may these consequences last?</li> <li>• Briefly Identify three actions the organization could consider taking to reduce the risk.</li> </ul>
<p><b>Mock Crisis Drill</b></p>	<p>Students are given a set of crisis scenarios, will select one to respond to and develop a 2-3 page response. The response should address three key publics.</p> <ul style="list-style-type: none"> <li>• First, devise a response to internal employees, including how they should respond to the crisis.</li> <li>• Second, develop a response to the media.</li> <li>• Third, develop a response directly to company stakeholders over digital social media outlets like Twitter, Facebook and stakeholder blogs.</li> </ul>
<p><b>Crisis Case Study</b></p>	<p>This assignment will provide the opportunity to apply readings, theories discussed, and course discussions to a crisis communication scenario over the course of several weeks. Students will introduce a crisis case of their own choosing, and critique the company’s response to the crisis. It may be an ongoing crisis or the company may have handled the crisis well. However, students will want to back up their critique about the company’s response with both research and theory. Students will use the same crisis case for each of the Crisis Case Study Assignments.</p> <p>This assignment is designed for students to develop the skills and critical thinking necessary to succeed in a crisis scenario as a strategic communication practitioner. As a result, when students have completed this assignment, they will have developed the ability to respond to a corporate crisis, formulate a crisis communication plan, or provide feedback/adapt another crisis communication plan.</p> <ul style="list-style-type: none"> <li>• <b>Due Week 5 – Identify and outline the crisis</b> <ul style="list-style-type: none"> <li>• This 2-3 page assignment is an opportunity to apply readings, theories and course discussions to a crisis communication scenario. In this paper, you will introduce a crisis case of your own choosing and critique the company’s response to the crisis. The crisis may be ongoing or resolved well. Use both research and theory on your response.</li> </ul> </li> <li>• <b>Due Week 9 – Crisis case study response</b> <ul style="list-style-type: none"> <li>• Identify a crisis situation (in the last two years) to research for your crisis case study</li> <li>• Briefly respond in 3-4 pages to the following questions.                             <ul style="list-style-type: none"> <li>• What is the crisis you identified? What organization experienced this crisis? Briefly summarize the crisis</li> <li>• Provide a list (in APA format) of three academic sources and two news sources you will use when analyzing this case</li> <li>• Identify the three main publics this crisis impacts</li> <li>• Based off the research you’ve done thus far, do you think the organization handled the crisis well? Provide two reasons to back this claim up</li> <li>• What is one thing this organization could have done differently to handle this crisis? Why? What would have been a better way to handle this aspect of the crisis differently?</li> </ul> </li> </ul> </li> <li>• <b>Due Week 11 – Presentation on case study</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Create a 4 to 6 minute presentation on your case study and share one example of a message to a key public. Post your video on a YouTube page and share the link. This presentation should provide a brief overview of the crisis you analyzed and 3-5 things that the organization could have done differently or did well. Be sure to mention how some of these things that a company did well or did not do well conflicted/tracked closely with the theories you've read about throughout this course.</li> </ul>
<b>Final Reflection</b>	<ul style="list-style-type: none"> <li>• <b>Due Week 12</b> <ul style="list-style-type: none"> <li>• Think back to all of the assignments, activities, and discussions you have completed over the past 12 weeks and write a 1-2 page paper reflecting on the following:                     <ul style="list-style-type: none"> <li>• To what extent has this course helped you to achieve your learning goals related to the field of Crisis Communication?</li> <li>• How has your understanding of the field of Crisis Communication evolved over the 12-week period? How have different assignments and activities informed this understanding?</li> <li>• What about the course did you find most compelling and interesting? Conversely, what about the course was least compelling and interesting to you?</li> <li>• What other observations or insights do you now have related to the field of Crisis Communication that you'd like to share?</li> </ul> </li> </ul> </li> </ul>

**ASSIGNMENT RUBRICS**

Discussion Board Rubric:

<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>LESS THAN SATISFACTORY</b>
<p><b>CONTENT</b></p> <p><b>30%</b></p>	<p>POST ADDRESSES ALL QUESTIONS ASKED; IS APPROPRIATE LENGTH AND INCLUDES ONE ORIGINAL AND TWO REPLY POSTS TO STIMULATE FURTHER DISCUSSION. INFORMATION CLEARLY RELATES TO THE MAIN TOPIC. INCLUDES SEVERAL SUPPORTING DETAILS AND/OR EXAMPLES.</p>	<p>ORIGINAL POST IS APPROPRIATE LENGTH, BUT IDEAS DEVELOPED FOR DISCUSSION ARE MINIMAL OR VAGUELY DEVELOPED. INFORMATION MARGINALLY RELATES TO THE MAIN TOPIC. NO DETAILS AND/OR EXAMPLES ARE GIVEN.</p>	<p>POST IS SHORT, DOES NOT ADDRESS ALL QUESTIONS ASKED, AND REPLY POSTS ARE MISSING OR DOES NOT DEVELOP IDEAS. OR --- RESPONSE HAS LITTLE OR NOTHING TO DO WITH THE MAIN TOPIC.</p>

<p><b>CONTRIBUTION OF ORIGINAL THOUGHT</b></p> <p><b>30%</b></p>	<p>CONTRIBUTION IS THOUGHTFUL, ANALYTICAL, AND ORIGINAL.</p>	<p>CONTRIBUTION SHOWS ADEQUATE EVIDENCE OF ORIGINAL THOUGHT, BUT LACKS IN ORIGINALITY.</p>	<p>CONTRIBUTION RELIES ON OTHERS' POSTS OR LACKS ORIGINAL INSIGHT INTO/ SHOWS LITTLE UNDERSTANDING OF THE QUESTIONS ASKED.</p>
<p><b>POST CONNECTS TO COURSE MATERIALS</b></p> <p><b>30%</b></p>	<p>AUTHOR MAKES CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION, CURRENT EVENTS, ETC.</p>	<p>AUTHOR MAKES SOME CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION OR CURRENT EVENTS, BUT CONNECTIONS ARE NOT SUFFICIENT OR CLEARLY EXPLAINED.</p>	<p>AUTHOR DOES NOT CONNECT COURSE CONTENT TO PERSONAL REFLECTION OR CURRENT EVENTS.</p>
<p><b>SPELLING AND GRAMMAR</b></p> <p><b>10%</b></p>	<p>PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE</p>	<p>SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE</p>	<p>SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.</p>

Risk Assessment, Mock Crisis Drill, Crisis Case Study, Rubrics:

<p><b>CRITERIA</b></p>	<p><b>100---90</b></p> <p><b>EXCELLENT</b></p>	<p><b>89---80</b></p> <p><b>GOOD</b></p>	<p><b>80 AND BELOW</b></p> <p><b>LESS THAN SATISFACTORY</b></p>
<p><b>IDENTIFICATION OF MAIN ISSUES/PROBLEMS</b></p> <p><b>15%</b></p>	<p>IDENTIFIES AND DEMONSTRATES A SOPHISTICATED UNDERSTANDING OF THE MAIN ISSUES/PROBLEMS.</p>	<p>IDENTIFIES AND DEMONSTRATES AN ADEQUATE UNDERSTANDING OF THE ISSUES/PROBLEMS.</p>	<p>LACKS AN UNDERSTANDING OF THE ISSUES/PROBLEMS.</p>
<p><b>ANALYSIS AND EVALUATION OF ISSUES/PROBLEMS</b></p> <p><b>40%</b></p>	<p>PRESENTS AN INSIGHTFUL AND THOROUGH ANALYSIS OF ALL IDENTIFIED ISSUES/PROBLEMS.</p>	<p>PRESENTS AN ACCEPTABLE ANALYSIS OF MOST OF THE ISSUES IDENTIFIED.</p>	<p>PRESENTS A SUPERFICIAL OR INCOMPLETE ANALYSIS OF THE ISSUES.</p>

<p><b>RECOMMENDATIONS ON EFFECTIVE SOLUTIONS/STRATEGIES</b></p> <p><b>20%</b></p>	<p>SUPPORTS DIAGNOSIS AND OPINIONS WITH STRONG ARGUMENTS AND WELL DOCUMENTED EVIDENCE; PRESENTS A BALANCED AND CRITICAL VIEW; INTERPRETATION IS BOTH REASONABLE AND OBJECTIVE.</p>	<p>DIAGNOSIS LACKS STRONG SUPPORT AND PROVIDES OPINIONS WITH LIMITED REASONING AND EVIDENCE, AND PRESENTS A SOMEWHAT ONE---SIDED ARGUMENT OR --- DEMONSTRATES LITTLE ENGAGEMENT WITH IDEAS PRESENTED.</p>	<p>LITTLE OR NO ACTION SUGGESTED OR --- INAPPROPRIATE SOLUTIONS PROPOSED TO THE ISSUES.</p>
<p><b>LINKS TO COURSE READINGS AND ADDITIONAL RESEARCH</b></p> <p><b>15%</b></p>	<p>MAKES APPROPRIATE AND POWERFUL CONNECTIONS BETWEEN IDENTIFIED ISSUES/ PROBLEMS AND THE STRATEGIC CONCEPTS STUDIED IN THE COURSE READINGS AND LECTURES; SUPPLEMENTS ASSESSMENT WITH RELEVANT AND THOUGHTFUL RESEARCH AND DOCUMENTS ALL SOURCES OF INFORMATION.</p>	<p>MAKES APPROPRIATE BUT SOMEWHAT VAGUE CONNECTIONS BETWEEN IDENTIFIED ISSUES/PROBLEMS AND CONCEPTS STUDIED IN READINGS AND LECTURES; DEMONSTRATES LIMITED COMMAND OF THE ANALYTICAL TOOLS STUDIED; SUPPLEMENTS ASSESSMENT WITH LIMITED RESEARCH.</p>	<p>MAKES INAPPROPRIATE OR LITTLE CONNECTION BETWEEN ISSUES IDENTIFIED AND THE CONCEPTS STUDIED IN THE READINGS; SUPPLEMENTS ASSESSMENT, IF AT ALL, WITH INCOMPLETE RESEARCH AND DOCUMENTATION.</p>
<p><b>WRITING MECHANICS AND FORMATTING GUIDELINES</b></p> <p><b>10%</b></p>	<p>DEMONSTRATES CLARITY, CONCISENESS AND CORRECTNESS; FORMATTING IS APPROPRIATE AND WRITING IS FREE OF GRAMMAR AND SPELLING ERRORS.</p>	<p>OCCASIONAL GRAMMAR OR SPELLING ERRORS, BUT STILL A CLEAR PRESENTATION OF IDEAS; LACKS ORGANIZATION.</p>	<p>WRITING IS UNFOCUSED, RAMBLING, OR CONTAINS SERIOUS ERRORS; POORLY ORGANIZED AND DOES NOT FOLLOW SPECIFIED GUIDELINES.</p>

**Final Reflection Rubric:**

<b>CRITERIA</b>	<b>100---90 EXCELLENT</b>	<b>89---80 GOOD</b>	<b>80 AND BELOW LESS THAN SATISFACTORY</b>
<b>UNDERSTANDING/ INTERPRETATION</b>  <b>40%</b>	THE STUDENT DEMONSTRATES A SUPERIOR UNDERSTANDING OF THE TEXT BY MAKING STRONG PREDICTIONS, CONCLUSIONS AND/OR COMPARISONS AND FULLY INCLUDES SUPPORTING DETAILS.	THE STUDENT DEMONSTRATES SOME UNDERSTANDING OF THE TEXT BY MAKING AN APPROPRIATE PREDICTION, CONCLUSION AND/OR COMPARISON BUT LACKS SUPPORTING DETAILS FROM THE TEXT THAT DEMONSTRATE FULL UNDERSTANDING	THE STUDENT MAKES INCOMPLETE OR INADEQUATE PREDICTIONS, CONCLUSIONS AND/OR COMPARISONS AND ALSO LACKS SUPPORTING DETAILS FROM THE TEXT THAT DEMONSTRATE UNDERSTANDING.
<b>PERSONAL RESPONSE</b>  <b>30%</b>	THE STUDENT CONNECTS SPECIFIC EXAMPLES FROM THE TEXT TO PERSONAL EXPERIENCES, OTHER TEXTS AND/OR BACKGROUND KNOWLEDGE.	THE STUDENT MAKES CONNECTIONS THAT ARE FRAGMENTED, LIMITED AND/OR NOT RELEVANT OR TIED TO THE TEXT.	THE STUDENT MAKES A PERSONAL COMMENT THAT IS UNRELATED TO THE TEXT, OR PROVIDES LITTLE TO NO CONNECTION TO PERSONAL EXPERIENCE.
<b>RESPONSE PROTOCOL</b>  <b>20%</b>	RESPONSE FOLLOWS ASSIGNMENT PROTOCOL: WORD LENGTH, ONE POINT AGREEMENT, ONE POINT DISAGREEMENT, ONE ITEM THAT IS INTERESTING. AND --- THE RESPONSE IS ORGANIZED WITH PROPER STRUCTURE.	RESPONSE MEETS SOME OF THE ASSIGNMENT PROTOCOL BUT NOT ALL, BUT IS INCOMPLETE. OR -- THE RESPONSE IS DISORGANIZED THUS HINDERING THE OVERALL VALUE OF THE RESPONSE.	RESPONSE DOES NOT FOLLOW THE ASSIGNMENT PROTOCOL. OR – THE RESPONSE IS COMPLETELY DISORGANIZED AND FAILS TO ADDRESS THE PROTOCOLS REQUIRED.



<b>GRAMMAR/SPELLING/SYNTAX</b>  <b>10%</b>	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.	SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.
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**FINAL GRADES**

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The final grade will be awarded as follows:

A	100%	to	93%	C	< 77%	to	73%
A-	< 92%	to	90%	C-	< 72%	to	70%
B+	< 90%	to	87%	D+	< 70%	to	67%
B	< 87%	to	83%	D	< 67%	to	63%
B-	< 82%	to	80%	D-	< 62%	to	60%
C+	< 80%	to	77%	F	< 59%	to	0%

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

**COURSE OUTLINE AND WEEKLY LECTURES**

Week	Readings	Assignments
1. Defining a crisis	Sellnow & Seeger (2013), Ch. 1 Fearn-Banks, Ch. 1	Weekly discussion
2. Responding to rumors or false information	Fearn-Banks Ch. 6	Weekly discussion
3. Identifying Risks and Vulnerabilities	Sellnow & Seeger (2013), Ch. 6,7	Weekly discussion Risk Assessment.
4. Communicating to publics when the crisis strikes	Fearn-Banks, Ch. 3, 14	Weekly discussion
5. Crisis recognition, response, and management	Sellnow & Seeger (2013), Ch. 10 Fearn-Banks, Ch. 7 (cases: J&J and Tylenol Murders, Exxon Valdez Oil Spill)	Weekly discussion Crisis case study
6. Crisis communication theories	Sellnow & Seeger (2013), Ch. 2, 3, 4 Fearn-Banks, Ch. 2	Weekly discussion Crisis case study
7. Crisis management plans	Sellnow & Seeger (2013), Ch. 5, 6, 8 Fearn-Banks, Ch. 15	Weekly discussion Mock crisis drill
8. Social media and online communication during a crisis	Fearn-Banks, Ch. 5, 6 (mini case studies)	
9. Different types of crises, transportation, environmental, fatality/injury	Fearn-Bank, Ch. 9, 10, 11, 13	Weekly discussion Crisis case study
10. Ethics and individuals in a crisis	Sellnow & Seeger (2013), Ch. 9 Fearn-Banks, Ch. 14	Weekly discussion
11. Learning from “textbook” crises: J&J Tylenol Murders, Exxon and the Valdez Oil Spill	Fearn-Banks, Ch. 11	Weekly discussion Crisis case study
12. Culture in crisis communication	Sellnow & Seeger (2013), pp. 204-207  Fearn-Banks, Ch. 8 (cases: Saginaw Valley State University and the Theater Controversy, AIDS in Africa, Texas A&M and the Bonfire Tragedy)	Weekly discussion Final reflection

## UNIVERSITY POLICIES

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### 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.

University counseling services and mental health services:

**\*\*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 Demeanor:**

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 to 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 that 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.

### **Getting Help:**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

**\*\* 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. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 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 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, but 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**

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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/sccr/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.