



## Mass Communication Theory

**MMC 6400**  
**Summer 2020**  
**3 Credit Hours**

### **Instructor**

Name: Jennifer Braddock  
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Virtual Office Hours: By appointment via Zoom

## Course Description & Prerequisites

## Course Delivery Mode & Time Commitment

This is a fully online course and you must log into Canvas with your UF ID 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 Saturday 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) Develop an appreciation for what constitutes 'good' theory
- 2) Gain a cognitive understanding of major mass communication theories
- 3) Demonstrate practical application of those theories to communication efforts
- 4) Display knowledge of how communication theories inform our use of web-based communication platforms
- 5) Evaluate and incorporate the theories discussed into a communications plan demonstrating mastery of the theories at hand
- 6) Compare, contrast, and critique current theories and their potential applications
- 7) Identify areas of future research/application of new communication theories
- 8) Transfer knowledge gained to the professional communication arena in individual areas of interest
- 9) Further develop critical thinking, analytical, and writing skills

## Textbooks & Materials

Required Course Textbook(s): No Required Textbook

## Minimum Technology Requirements & Computer Skills

### 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](#).

### 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.
- Creating and submitting files in processing program such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, 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](mailto: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

##### Lecture Discussion Posts (LDP) Post (10 pts. each, 12 posts)

The class discussion post is a written 400-500 word submission to the discussion board that includes a student's responses to questions posed during lecture. These questions will reference materials assigned in the 'Read' section of the module as well as information from the lecture itself. The question will be different each week and will only be located in the lecture. In addition to responding to questions from lecture, students will also pose questions of their own and engage in discussion with their peers. **ALL READINGS/MATERIALS MUST BE EXPLICITLY REFERENCED TO RECEIVE FULL CREDIT.** Hyperlinks and/or a reference list are acceptable in meeting this requirement.

In addition, students will include at the end of their post at least **TWO (2) discussion questions** to encourage engagement with their colleagues. **These questions are NOT included in the 400-500 word count.** These questions should spur additional, thoughtful discussion among the students (not just 'yes' or 'no' questions). Then, comment with 100-300 word responses on at least TWO of their peer's posts. **One of those two responses MUST be the person who**

**posted directly above you on the discussion board.** You may choose the second question set you'd like to respond to. This ensures each person will receive a response to his or her questions.

Lecture Discussion posts (LDP) are due no later than **Saturday at 11:59 PM EST** each week. Students will comment on two other students' LDPs with responses to both of their questions no later than **Monday at 11:59 PM.** (This allows approximately two days between submitting a LDP (Saturday) and responding on other students' LDP questions (Monday). Here's an example of how it works:

1. Saturday night: Gabby posts her Lecture Discussion of 400-500 words and adds two questions at the end.
2. Gabby then goes to two other students' (Ally, who posted directly above her on the board, and Michael) posts and answers both of their question sets (a total of 4 questions) in 100-300 word (total) responses no later than Monday night.
3. Gabby congratulates herself for meeting all deadlines and encouraging discussion, and celebrates by eating a cookie.

There will be 14 assigned LDPs and all will be worth 10 points each. Create your post in Canvas, under the Discussion section (see text on left side toolbar).

Lecture Discussion Post (LDP) Grading Rubric					
0	1-2	3-4	5-6	7-8	9-10
Post is missing or post does not meet requirements (all posts must be submitted by the deadline and student must receive a response to their questions)	The post fails to meet the word count requirement. The post does not synthesize the material. The post is not well organized and fails to draw connections between the content of the readings and current applications and/or does not contain question/responses for colleagues. There are many spelling or grammar errors or content is not appropriately cited.	The post fails to meet the word count requirement but does synthesize the material (or vice versa). The synthesis however, is not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or content is not appropriately cited. Or student fails to post/respond to 2 questions.	The post meets the word count requirement and synthesizes the readings. The level of response is average with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or content is not appropriately cited and/or student fails to post/respond to 2 peers. Post could lack content.	Post is accurate, relevant and well written. The student addresses all questions in from lecture with thoughtful and reflective ideas that have substance and depth. Content is cited appropriately (Ex. "According to Servaes (2006)..."). Post either does not meet requirement for word count or has spelling/grammatical errors. Post includes questions and student responds to two other questions. Post could lack content.	Post is accurate, relevant and well written. The student addresses all assigned readings/videos with reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. Content is cited appropriately (Ex. "According to Servaes (2006)...") and/or hyperlinked and ALL assigned materials are referenced. Post meets requirements for word count and is without grammatical or spelling errors. Students pose and thoughtfully respond to at least 2 questions from other students and continue the discourse.

**Applied Theory Assignments (4, 100 pts. total)**

Applied Theory Assignments will be your opportunity to see theory in action. Each assignment will be different, please see the assignments in Canvas for full details. Each ATA is worth 25 points and there will be four (4) total.

### **Live Meetings (2, 20 pts. total)**

The first Live Meeting will be an Individual, one-on-one with the instructor and will be worth 10 pts. We will discuss the Theory in Action Plan Outline as well as course progress. You will need to submit a draft of your TIA Outline to the instructor via email in advance of your scheduled meeting. For the second Live Meeting, we'll be presenting our TIA plans in Zoom as a group (or in small groups depending on enrollment in the course). Meetings will be scheduled using the Calendar feature of Canvas.

### **Theory in Action Plan and Presentation (150 pts. + 15 pts. for Outline)**

There are many different ways to construct a Plan, but for the purposes of this course, we are going to complete a Plan based on the following requirements and components. Please note that we are also focused on theory in this course, so theory should be the main focus of our plan construction. See the additional resources linked in the Canvas assignment for ideas regarding your approach to this assignment.

#### **Canvas Submission/Deliverables**

##### **Outline (15 pts.)**

Students will create an outline of the following assignment for submission prior to the Individual Meeting. The outline offers basic information on the direction for your assignment as a point of reference for our discussion during that meeting.

##### **TIA Plan and Presentation (150 pts.)**

Students will submit a **6-8 page paper** describing a "Theory in Action" communication plan for a **UNIQUE fictional non-profit organization**. Students should use their own interests in the mass communication field to inform their project materials. Students will then condense the plan into a **6-8 slide PowerPoint (or similar) presentation** to be presented in a **6-8 minute** live presentation meeting.

Paper Format: 6-8 pages, double-spaced, 1" margins, 12 pt. Times New Roman font, APA-Style in-text citations with corresponding Reference List.

##### **Organization**

Students should describe their **fictional non-profit organization** including organizational goals, mission statements, organizational values, size, and location. The non-profit should meet a justifiable need in its community and be sufficiently distinguishable from similar organizations (i.e. no "buy a pair of shoes, someone in need gets a pair of shoes" organizations called MOTS).

##### **Theory**

Identify no less than **FIVE (5) theories** and apply them to your communication plan. You may use **NO MORE** than **TWO (2) theories** from any given module. You can place the names of the theories you choose to apply in bold within the text of this assignment and must mention all five during your presentation. Students may choose to address each theory at once, or embed them throughout the materials.

### **Theory in Action Plan Paper/Presentation Headings**

## I. Organization, Defined

Detail the nonprofit you've created as the focus of this communication plan. This should include data and research of the issues your organization addresses as well as **how your non-profit can be differentiated from other like organizations**. You are welcome to create an original logo, but that is not required.

## II. Stakeholders, Defined

Students should identify and describe all relevant stakeholders related to the company they've chosen with clear definitions and statistics where possible. Audience definitions should include (where applicable) demographics, relationship to the company, unique needs, and communication avenues, to include internal and external stakeholders.

## III. Message Development with Samples

With the background/research in hand from the previous sections, the student should develop messages for a variety of audiences. Within the samples outlined below, students should consider the importance of theory in external communication, internal communication, the correct platform to utilize, and the power of cross platform synergies. **This section on message development is your opportunity to explain and describe how theory informed the messages created in your samples.** You should discuss your samples in this section, but they will be located in the appendix.

### Samples

Students must include **one sample from each set of options** below, for a total of **THREE (3)** sample messages. Samples should be attached as Appendices to the 6-8 page paper and can be referred to as Appendix A, B, etc. in the body of the paper. Appendices are NOT included in the page count but will be graded and should be included in the presentation:

- 1) Press Release OR Newsletter
- 2) Social Media Campaign (sample messages across at least 3 platforms)
- 3) Program Biography OR Agency Head Biography (ex. Employee Biography) for website

Students should include **ORIGINAL copy/written materials** in all samples—never copy anything for this project from another source.

## IV. Evaluation

Identify specific methods for evaluating your communication plan at a variety of stages throughout the process to measure impact. What kind of change will/could be made through your communication efforts? Be sure to include opportunities to collect feedback from a variety of stakeholders as well. You can include metrics, but need to go beyond page views and likes to consider impact and areas for message improvement.

## V. Crisis Management

Create a hypothetical crisis for your organization and then identify the procedures for handling the crisis based on what we've learned this term. We will cover crisis theories specifically in a later module.

See the Canvas Assignment for more resources on how to create an effective Theory in Action Plan. **Each of the aforementioned topics is discussed during the course, so be sure to take notes as we go along so you can reference those topics in your materials.**

Students will present their Theory in Action Plan in PowerPoint form in their 6-8 minute presentation during a live meeting.

**\*\*An OUTLINE of the Theory in Action Plan is due via email prior to your Individual Meeting so we can discuss your progress one-on-one. The final draft of the outline is due in Canvas the following week. The outline is worth 15 pts.**

The final submission of the Theory in Action Plan and PowerPoint Presentation slide deck is **due 8/1/20 by 11:59 PM EST. Presentation Meetings to present your work will be scheduled in Canvas.**

**See the RUBRIC in Canvas for full details on how this assignment will be graded.**

### **Self-Reflection Paper (75 pts.)**

Over the course of the semester, students will have ample occasion for relating the course materials to their own experiences. The self-reflection paper offers students the opportunity to share their thoughts on mass communication theory and online communication applications from their own perspectives.

This two- to three- (2-3) page paper should include references to class lectures, readings, activities, and assignments (i.e. in Lecture 2 we learned about...) but need not refer to outside readings. **This is not a research paper.** This paper should be more like an intelligent (albeit one-sided) conversation between mass communication colleagues that allows the writer to not only display their knowledge, but also make connections in their own lives and work.\* Questions that students might consider include:

How is mass communication theory important to my field?

How are mass communication theories and paradigms important to me as an individual?

How have my communication approaches and tactics changed as a result of this course?

Why should other students take this course? How would they benefit?

What readings/activities/assignments were most meaningful to me in gaining application-based knowledge of mass communication theory?

Which theories were most relevant to online communication and why?

How will mass communication theories apply to my job in the future?

Students may find it helpful to record their thoughts throughout the semester for inclusion in this final paper. The page total does not include references.

**\*Do not plagiarize your discussion posts or any other written work when writing this paper. You can certainly refer to points made or ideas from your other assignments, but do not copy and paste material. This paper should be original.**

Paper specifications: 2-3 pages, APA-style, double-spaced, Times New Roman, 12 pt. font, 1" margins, no abstract, cover page or table of contents necessary.

See the [OWL at Purdue](#) for assistance with APA-style writing.

**Due Wednesday, 8/14 by 11:59 PM EST**

Your grade will be calculated based on the following: [Edit the blue content, as necessary.](#)

Assignments/Assessments	Points
<b>Course Orientation:</b> These assignments are required; however, they not count towards the final grade. <ul style="list-style-type: none"> <li>• Student Introduction</li> <li>• Course Evaluation</li> </ul>	0
<b>12 Discussions</b>	120
<b>2 Live Meetings</b>	30
<b>3 Applied Theory Assignments</b>	90
<b>1 Theory in Action Plan</b>	150
<b>1 Self-Reflection Paper</b>	110
<b>TOTAL</b>	

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 issue 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 7<sup>th</sup> Calendar Day: Work will not be accepted.



- **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the term, 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/>.

## 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](mailto:rfroman@ufl.edu) , Phone: 352 - 273-1094
- Disability Resource Center: Gerry Altamirano, [galtamirano@ufl.edu](mailto:galtamirano@ufl.edu) , Phone: 352 - 392-8565
- Electronic Information Technology & Communication Accessibility: Anne Allen, [alallen@ufl.edu](mailto: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](mailto: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 courseroom each time you log in.

#### Email

You are responsible for reading all 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.

## **INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK**

### **Email Policy**

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours.

### **Assignment Feedback Policy**

The instructor will provide feedback on submitted assignments within **7-10 days** of assignment completion (discussion boards are not complete until the comment period has ended). Some assignments may require a longer review period, which the instructor will communicate to you. Theory in Action Plan assignment grades will be returned at the end of the semester.

### **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.

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 protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>.

### **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) 7<sup>th</sup> Edition style in their courses. The APA 7<sup>th</sup> 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 6<sup>th</sup> Edition and APA 7<sup>th</sup> 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](mailto: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: [aprhone@uflib.ufl.edu](mailto:aprhone@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.
- [On-Line 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

- [Distant Student Resources](#) : Phone: 352-392-1265
- [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](mailto:onlineadvising@jou.ufl.edu).
- [U Matter, We Care](#): If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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.
- [Academic Planning](#): Academic advisors that can refer you to the wide array of resources that are available to UF students.
- [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](mailto:vacounselor@ufl.edu).  
| Collegiate Veterans Success Center, Phone: 352- 294-7215, email: [charlotte.kemper@va.gov](mailto: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.**