



Presentation Power

MMC5046

Academic Term: Summer 2020

3 Credit Hours

Instructor

Tatiana Muñoz Budelman

tmunoz@jou.ufl.edu

(347) 271.0929

Virtual office hours available by appointment via Facetime/Google Hangout or phone. To schedule, please contact me via email or text message.

Teaching Assistants

- N/A

Course Description & Prerequisites

In this course, students will learn how effective salespeople can comfortably communicate their ideas to any audience. This course will teach students advanced pitching skills that include how to effectively organize ideas, integrate storytelling in pitches, how to read and respond to key audience stakeholders, and how to integrate both logic and emotion in a sales appeal.

Course Pre-Requisites / Co-Requisites

None.

Course Delivery Mode & Time Commitment

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

Time Commitment

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

Course-Level Objectives

Upon successful completion of this course, students will have a:

1. Clear, thorough understanding of the three core components necessary to create a powerful presentation: *motivating message, captivating visual story and engaging delivery.*
2. Complete set of tools and strategic frameworks for crafting persuasive presentations that move audiences.
3. Firm grasp on the power of strategic storytelling and emotion in driving decision-making.
4. Fresh perspective on the common mistakes presenters make that turn their audiences off.

Textbooks & Materials

Required Course Textbook(s)*

1. Reynolds, Garr (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, (2nd ed). New Riders. ISBN: **0321811984**
2. Heath, Chip; & Heath, Dan (2007). *Made to Stick: Why Some Ideas Survive and Others Die*. Random House. ISBN: **1400064287**
3. Leitman, Margot (2015). *Long Story Short: The Only Storytelling Guide You'll Ever Need*. Sasquatch Books. ISBN: **9781632170279**

**Additional readings assigned throughout the course are available in digital format on the course site within the respective, designated modules. Readings are a key component of the course curriculum and successfully complete the discussions. You are expected to read all assigned material.*

Recommended Textbook(s)

N/A

Publisher Materials

N/A

Course Reserves

N/A

Minimum Technology Requirements & Computer Skills

This course will require you to create video presentations in a digital, shareable format. To successfully complete these course assignments, students will need to have access to, and working knowledge of, the following devices/platforms:

- YouTube or Vimeo account to upload and host presentations
- Google Hangouts, Zoom or Facetime account for presentation rehearsals
- Video recording device
- Computer webcam (desktop or laptop) or digital/cell phone video camera

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- [Specifications](#)
- Reliable Web Browser: Login to Canvas and make sure your Internet browser is compatible.

Peripherals

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

Hardware

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

Software

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

Internet Connection

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

Subscriptions, Plug-Ins, and Other Tools

- [Adobe Flash Player](#) (Good until the Microsoft update December 31, 2020.)
- [JAVA](#)

MINIMUM COMPUTER AND DIGITAL INFORMATION LITERACY SKILLS REQUIREMENTS

The general and course-specific computer and digital information literacy skills you must have to succeed in the course include, but are not limited to, the following:

- Accessing the Internet.
- Using Canvas.
- Using email with attachments.
- 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

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

Discussion Board Videos + Written Peer Responses (5%)

You are required to participate in a series of ongoing video discussions on the course site. For 6 preselected weeks of the 12 week semester, you will be given a specific question or scenario prompt to address and react to. These discussion boards are informal (no slides, under 1 minute 30 seconds) 'selfie' videos of you sharing your thoughts, reaction or response to the assigned topic. Discussion topics will vary week to week – some may prompt you to apply/practice key module learnings while others may ask you to share feedback or reaction to course readings and reference material.

You must also reply to at least three peer posts (see course site modules for the three preselected weeks when a written peer response is due. To receive credit, these peer responses must be substantive and scholarly responses. A substantive response adds scholarly value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Responses such as "I agree," "Ditto," etc., are not acceptable replies and the rules of Netiquette must be followed. Replies are not texts with friends and proper rules of writing apply. Use proper grammar, word choice, syntax (arrangement of words to create well-formed sentences), and writing mechanics (capitalization, punctuation, and spelling) in your submissions as well as proper citing and referencing of all your sources.

To view the grading criteria rubric for the discussions on the course site, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

Persuasive Elevator Pitches (15%)

To help benchmark your progress developing powerful, persuasive messages, you will be assigned two persuasive pitch videos – one at the start of the semester, and the other toward the end.

An elevator pitch is a brief summary of a service, product, company or person, and how it adds value to the intended audience. It needs to be succinct, relevant and informative, and as the name would suggest, delivered in roughly the same amount of time as an average elevator ride – approximately 30-seconds. The goal is to convey the most critical information succinctly, and with impact, to earn you an invitation to a longer conversation down the road.

Pitch Prompt: You find yourself face-to-face with the person you'd most like to work for in the world (or, an executive from the company/ organization you'd most like to work for). "Pitch" yourself to them as a prospective employee - tell them who you are, what you are looking for and what you bring to the table. For the purposes of this assignment, your elevator pitches can be a little longer (we'll pretend it is a really slow elevator) but should not exceed more than 1 minute 30 seconds (because no elevator in the world is that slow). Record and submit your pitch as a video file or link to recording.

To view the grading criteria rubric for the discussions on the course site, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

Written Peer Reviews (10%)

Thinking critically about your peers' work, will inherently drive you to think more critically about your own. Now is the time to pay attention to all the details that make a presentation effective, both as a presenter as well as an audience member. You are expected to share feedback on two specific, assigned peer work in a productive, respectful manner. As an audience member, note any/all slides you think could be more exciting, or a strong presentation that needs a sharper opening or closing. Note your gut and emotional reactions to not just their content, but the delivery and how it makes you feel. Capture and share your honest reaction to the work – highlight what worked well, and what could be improved. Consider how persuasive the presenter's argument is, how effective the storytelling and use of visuals are, and how well the presenter delivers the message, etc.

To receive credit, these peer responses must be substantive and scholarly responses. A substantive response adds scholarly value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Responses such as "I agree," "Ditto," etc., are not acceptable replies and the rules of Netiquette must be followed. Replies are not texts with friends and proper rules of writing apply. Use proper grammar, word choice, syntax (arrangement of words to create well-formed sentences), and writing mechanics (capitalization, punctuation, and spelling) in your submissions as well as proper citing and referencing of all your sources.

Strategic Storytelling Presentations (25%)

You'll be required to demonstrate and apply your course learnings on storytelling in both oral and visual formats. First, you will be asked to deliver a "The Moth" inspired StorySLAM 'selfie'. ("The Moth" is a New York

City based non-profit dedicated to the art and craft of storytelling. StorySLAMs are live storytelling competitions where participants tell 5-6 minute true stories, without notes or visuals. Each show has a different theme for the storytellers to explore, which they often do in unexpected ways.

The theme for your StorySlam is: *Lesson Learned. It happens to everyone. You made a mistake. Take this opportunity to share the wisdom from your faults and teach others not to make the same mistake you did. These stories of lessons learned will remind us that we're all human, while also inspiring us to avoid making the same mistake twice.*

A few weeks later, you'll be asked to once again apply what you've learned, this time on visual storytelling and compelling communications/ presentation design. In the 'Extreme Makeover: Slideshow Edition, you'll be given a real presentation pitch deck to improve by redesigning it however you see fit. Get creative and feel free to use images, graphics, slide design, data visualization, and photography to enhance the look and feel of this presentation.

To view the grading criteria rubric for the discussions on the course site, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

Written Pecha Kucha Storyboard Outline (15%)

To help guide you through the development of your final presentation, you'll be asked to create the story and build out slides in a few different steps. First, you will need to create the presentation storyboard outline with your key messaging and proposed visuals for each of the allotted slides. The purpose of this assignment is to give you a checkpoint to receive feedback early on in the process. The storyboard template you will need to use to create your outline, and additional assignment instructions, are available on the course site.

Final Presentation: 'Pecha Kucha' Presentation Videos (Rehearsal and Final) (30%)

Japanese for "chit-chat," Pecha Kucha presentations consist of 20 slides that advance automatically every 20 seconds, for an all-in total of 6 minutes and 40 seconds worth of lively, engaging and persuasive narrative. In the final assignment for this course, you will develop and deliver a persuasive presentation in this Pecha Kucha style.

- ***Pecha Kucha Presentation Final:*** *Your objective is to inspire, motivate or persuade an specific audience, to take a specific action (think simple, yet meaningful) such as buy a product or service you are selling; change or adopt a behavior; donate to a specific cause; vote a certain way etc. Create the presentation in PowerPoint/Keynote, using rich images/graphics and limited (if any) on-screen text. For convenience, you will provided with a PowerPoint template already formatted to advance automatically every 20 seconds should you wish to use it. Otherwise, you can create your own in the slideshow design program of your choosing (so long as it adheres to the noted file requirements as captured on the course site assignment write up).*

Your presentation will need to contain a clear, logical argument that appeals to logos, ethos, and pathos. Your argument should be backed up with hard evidence and reasoning that includes credible sources, historical precedents, and relevant data. Developing and presenting your Pecha Kucha will

give you the opportunity to apply what you've learned throughout the course.

- **Pecha Kucha Recorded Rehearsal:** You will record and submit a rehearsal of your Pecha Kucha. See assignment write up on Canvas course site for specific instructions on how to record and submit your rehearsal. This assignment will give you an opportunity to get valuable feedback from your instructor and a peer, to leverage in your last pass of the final presentation.

To view the grading criteria rubric for the discussions on the course site, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

Your grade will be calculated based on the following:

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they do not count towards the final grade. <ul style="list-style-type: none"> • Student Introduction • Final 'Pecha Kucha' Presentation Topic Submission • Course Evaluation 	0	0%
6 Discussion Board Videos + 3 Written Peer Responses <ul style="list-style-type: none"> • Worth up to 100 points each. 	900	5%
2 Persuasive Elevator Pitches <ul style="list-style-type: none"> • Worth up to 100 points each. 	200	15%
2 Strategic Storytelling Assignments: <ul style="list-style-type: none"> • Oral StorySLAM (15%) and Visual Storytelling – Slideshow 'Extreme Makeover' (10%) • Worth up to 100 points each. 	200	25%
2 Written Peer Review Assignments: <ul style="list-style-type: none"> • StorySLAM Video (5%) and Pecha Kucha Rehearsal Video (5%) • Worth up to 100 points each. 	200	10%
1 'Pecha Kucha' Storyboard Outline <ul style="list-style-type: none"> • Worth up to 100 points. 	100	15%
2 'Pecha Kucha' Presentation Videos: <ul style="list-style-type: none"> • Rehearsal (10%) and Final Presentation (20%) • Worth up to 100 points each. 	200	30%
TOTAL	1800	100%

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

D-	59.5-62.4%
E	0 – 59.4%

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

LATE ASSIGNMENT POLICY

Late assignments will not be accepted unless it is a [University excused absence](#) as stated in the attendance policies. **No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.** If potential 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 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

EXPECTATIONS FOR ASSIGNMENTS

- **Missed Live Lectures** - In courses where there are live weekly or bi-weekly lectures, a recording of the lecture will be provided if you cannot attend. You will be responsible to "make-up" the missed lecture by viewing the recorded lecture and completing a required assignment.
- **Course Evaluation**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accessibility Policy

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

Contact Information

- For ADA questions: Dr. Russ Froman, rfroman@ufl.edu, Phone: 352 - 273-1094
- Disability Resource Center: Gerry Altamirano, galtamirano@ufl.edu, Phone: 352 - 392-8565

- Electronic Information Technology & Communication Accessibility: Anne Allen, alallen@ufl.edu , Phone: 352- 871-2707
- For persons with hearing or speech related accessibility needs: When trying to access an office on campus that does not list a TDD/TTY number, contact the Florida Relay Service at 800-955-8771(TDD) or 711 (V/TDD).

Accessibility Resource Center

University of Florida
 PO Box 114085
 Gainesville, FL 32611-4085
 Phone: 352-392-8565
[Email: accessuf@dso.ufl.edu](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 course room each time you log in.

Email

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

Video Conferencing

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

Course-Related Questions

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

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, please email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some

assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Video Conferencing

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

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications. See [Information Security](#).
- All electronic communication resources must be used for the course and in alignment with to the CJC Online and University mission. See the [Acceptable Use Policy](#).
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Prohibited online access without consent.
- Prohibited disruption of services including introducing computer contaminants (viruses).
- Prohibited [harassment](#) of any kind.

Privacy

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

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

Select CJC and University Policies and Guidelines

Academic Integrity Policy

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

Netiquette

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

Online Attendance Policy

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

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

Plagiarism

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

Software Use

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

Notification to Students of FERPA Rights

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

Video Conferencing Etiquette

Video conferencing is an excellent tool to interface with your peers and instructor(s) and there are also netiquette expectations to ensure that all participants are respected and treated with civility. Please make sure that you follow all of the netiquette and [etiquette](#) expectations including the following:

1. Be punctual and courteous.
2. Position your camera at eye level with good lighting.
3. Show respect and professionalism by dressing business casual or business professional.
4. Make sure your background is in a proper setting with minimal distractions.
5. Mute your microphone when you are not speaking.

Writing Style

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

Academic and Student Resources

Academic Resources

- [One UF Student Portal](#) – Course registration, final grades, transcript requests, degree audit.
- [GatorEvals](#) – Online faculty evaluations and results.
- [UF Bookstore](#): Phone: 352-392-0194, Email: ufbookstore@bsd.ufl.edu
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
[UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - [April Hines](mailto:apriline@uflib.ufl.edu), Phone: 352-273-2728, Email: apriline@uflib.ufl.edu.
[Course Reserves](#): Electronic resource reserve items that can be accessed via links or files.
- [Copyright Concerns of Graduate Researchers](#): Information and resource guide on copyright concerns.
- [Teaching Center](#): General study skills and tutoring. Broward Hall, Phone: 352-392-2010 or 352-392-6420.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.
- [Online Student Complaints](#): This process is designed to make every attempt to resolve student complaints within its academic and administrative departments at the program level.
- [Information for Veterans](#): Veterans Affairs Certification: Phone: 352 - 294-2948

Student Resources

- [Graduate Student Resources](#): Available resources for graduate students. Your advisors are here to support you, answer questions, help with registration, and other sources. Email onlineadvising@jou.ufl.edu.
- [U Matter, We Care](#): If you or a friend is in distress, please contact umatter@ufl.edu or Phone: 352-294-2273 so that a team member can reach out.
- [Counseling and Wellness Center](#): [3190 Radio Road, Gainesville, FL 32611](#)
[Phone: \(352\) 392-1575, Fax: \(352\) 273-4738](#)
- [Sexual Violence Response](#): Victim services, Care Area, UF Police Department, and Title IX.
- [University Police Department](#): Resources available include the Office of Victim Services and Community Services Division. Emergency: 9-1-1; Non-Emergency: 352-392-1111.
- [Gator Connect](#): Online database of student organizations.

- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Veteran Services](#): Office of Student Veteran Services, Phone: 352-294-2948, email: vacounselor@ufl.edu.
|Collegiate Veterans Success Center, Phone: 352- 294-7215, email: charlotte.kemper@va.gov.
- [Student Financial Affairs](#): Financial aid counseling including Aid-a-Gator program. Phone: 352-392-1275.
- [Student Success Coach](#): Meet with a graduate student coach that can support you in numerous ways during your time in graduate school, such as time and stress management, motivation, organization, and much more.



The instructor reserves the right to adjust this syllabus, as necessary.