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## Audience Research Methods

MMC 6475

**Academic Term:** Fall 2020

**3 Credit Hours**

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### **Instructor**

Name: Amy Jo Coffey, Ph.D.

Email Address: ajcoffey@ufl.edu

Office Phone Number and Times: 352.392.6522 (Email and Zoom best during COVID.)

Virtual Office Hours: By appt. (Please email to arrange.)

### **Teaching Assistants**

- N/A

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## Course Description & Prerequisites

In this course, students will receive an overview of the primary and secondary research methods and approaches used in analyzing consumers and audiences across media platforms.

### **Course Pre-Requisites / Co-Requisites**

None

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## Course Delivery Mode & Time Commitment

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

### **Time Commitment**

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

## Course-Level Objectives

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

- 1) Identify methods commonly used in consumer and audience research. (CO: 1)
- 2) Examine the strengths and weaknesses of consumer and audience research methods. (CO: 2)
- 3) Apply qualitative and quantitative methodological research approaches. (CO: 3)
- 4) Identify a methodological approach for a study. (CO: 4)
- 5) Summarize the commonly utilized secondary data sources and analytical tools. (CO: 5)
- 6) Use audience research methods to answer industry questions. (CO: 6)
- 7) Use audience research methods to make organizational strategic decisions. (CO: 7)

(CO = Course-Level Objective)

## Textbooks & Materials

### Required Course Textbook(s)

Mertler, C. & Vannatta Reinhart, R. (2016). *Advanced multivariate statistical methods* (6<sup>th</sup> ed.). Routledge. Available as e-book in UF Libraries (VPN required for access).

- ISBN-10: 1138289736
- ISBN-13: 978-1138289734

### Required Seminal Works (Older than 5 Years Old)

Wimmer, R. & Dominick, J. (2014). *Mass media research: An introduction* (10<sup>th</sup> ed.). Cengage Learning.

- ISBN-10: 1133307337
- ISBN-13: 978-1133307334

### Recommended Textbook(s)

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

### Recommended Texts:

Webster, J., Phalen, P., & Lichty, L. (2013). *Ratings analysis: Audience measurement and analytics* (4<sup>th</sup> ed.) Routledge.

- ISBN-10: 0415526523
- ISBN-13: 978-0415526524

Hair, J., Tatham, R., Anderson, R. Black, R. (1998). *Multivariate data analysis* (5<sup>th</sup> ed.). Prentice Hall.

- ISBN-13: 978-0138948580
- ISBN-10: 0138948585

Other Recommended Reading: *Multichannel News* and *Advertising Age*, both of which offer free online subscriptions. Other well-known and useful trade publications include *Television Week*, *Broadcasting and Cable*, and *Electronic Media*. The *Wall Street Journal* and business sections of major papers such as the *New York Times* are also helpful. The Podcast Consumer and Share of Ear studies (Edison Research/Triton Digital, produced annually) Audio Today (Nielsen)  
IAB Digital Video Landscape Report

Recommended Web Sites:

The Nielsen Company: [www.nielsen.com](http://www.nielsen.com)  
Nielsen Social: [www.nielsensocial.com](http://www.nielsensocial.com)  
comScore: <http://www.comscore.com>  
HootSuite: <http://www.hootsuite.com>  
HubSpot: <https://www.hubspot.com/>  
Media Rating Council: <http://www.mediaratingcouncil.org>  
<http://www.fcc.gov> <http://www.radioink.com>  
<http://www.tvweek.com> <http://www.broadcastingcable.com>  
[www.nab.org](http://www.nab.org)  
[www.rab.com](http://www.rab.com) [www.iab.net](http://www.iab.net)  
[www.cynopsis.com](http://www.cynopsis.com)

**Publisher Materials**

N/A

**Course Reserves**

N/A

## 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/>
- SPSS software package, available for free through UF Apps site: <https://info.apps.ufl.edu/> (or non-UF Apps version for reduced price for UF students, available through UF IT site).
- Qualtrics survey software (free account for UF students). Instructions will be provided during semester.

### 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.)

## 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)

### 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 Postings

While these will not occur every week, there are five weeks in which you will submit Discussion Lecture/Reading Postings (LRP) and Reaction Postings (RP). Here is a description of each and the posting process:

##### a) Lecture/Theory Postings (Total 12%)

These postings are your synthesis and commentary on the weekly lecture and readings, which will begin by addressing questions posted by the instructor. Unlike a summary, a synthesis should bring together and connect the concepts you encountered within the assigned readings and/or videos, including lecture content. How does all of the material seem to fit together? Do you agree with or take issue with any of the things you read? If so, why? You must answer all questions posed by the instructor, as well as comment on all of the assigned readings for the week within the LRP. These postings should be between 350-500 words each, and include proper grammar and citations. At the conclusion of your Lecture/Reading posting, include two relevant questions for your classmates to react to (*these questions are not included in the 350-500 word total*). As examples, these could be new questions that came to you as you read, it could be a question about how some of the concepts fit together, or something that perhaps you took issue with in the readings and would like others' opinions. The Lecture/Reading posting (LRP) must be posted to the Discussion board of our Canvas site by 11:00pm EST Friday night so that your peers have ample time to respond. To start the process, just go to the 'Discussion' tab on the toolbar in Canvas, click it, look for the relevant module, and start your post. To view the grading criteria rubric for the discussions in the course room (and all other assignments), click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

##### b) Reaction Postings (Total 6%)

As alluded to above, your classmates—at the end of their Lecture/Reading Postings (LRP)—will pose two questions that you will have an opportunity to react to on our Canvas Discussion board. Select at least two questions that you would like to react to and provide an answer or opinion. (These could be two questions from the same person, or you may react to a single question from two different people.) This reaction posting must be at least 300 words in length and be posted before Sunday at 11:00pm EST. (So there are 2 days minimum between your colleagues' original posts and your reaction post.) You must reply to at least two other posted questions with a substantive and scholarly response. A substantive response adds scholarly value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Responses such as "I agree," "Ditto," etc., are not acceptable replies and the rules of Netiquette must be followed. Proper rules of writing must be applied including citations and references (do not plagiarize). Reaction postings (at least 2) are due by Sundays at 11:00 PM EST. Monitor your Discussion feed to

see who answers your RP. If no one selects your questions, you are not obligated to respond. But if they do, you should respond to them as well. This generates robust class discussion and engagement.

So here's how a sample week would go when there are postings:

- 1) Wilma posts her LTP (between 350-500 words) on Friday night before 11:00pm EST, and also includes two reaction questions for her classmates.
- 2) Wilma then goes to look for two questions she would like to respond to (posted by Fred and Barney) for her Reaction Post (RP), and provides this by Sun. night at 11:00pm EST (at least 300 words).
- 3) Wilma continues to monitor her LTP for classmate responses, and if anyone does respond, she responds by the following Wednesday.
- 4) It's a wrap! (Yabba-dabba-doo.)

### **Interview Guide and Plan (9%)**

This assignment is one that you will help you prepare to carry out three in-depth interviews (via Zoom) which will be used for your analysis and final report in Module 16. Following the guidance in lecture and your readings, prepare an interview guide on some consumer/audience topic of interest. (Consider what topic you might need to know more about from consumers that would require the use of interviews. Perhaps imagine yourself in the role of a brand manager or market researcher.) There are three parts to this assignment deliverable: (1) Interview Logistics/Plan, (2) Interview Guide, and (3) Informed Consent. The interview guide should contain 15 questions (to enable a 45-min. interview when carried out). In addition to this interview guide/protocol, please also prepare a logistics page or interview plan, in which you explain: (1) Topic you are exploring and your objective with these interviews and (2) Who you plan to approach for interview requests and why. You should not know (well) the people you approach for interviews. Finally, prepare an informed consent document for your participants in which you explain what your study is about and what their rights are as research subjects. (See example on Canvas.) This assignment can be single-spaced.

### **Focus Group Guide (8%)**

For this assignment, prepare a focus group protocol (introductory script + 15 questions + brief closing script) on a topic of your choice for a hypothetical focus group that you might carry out as a market researcher. Be sure to follow the guidance learned from lecture and readings this week and incorporate these important elements in your guide. This can be single-spaced and will likely be just 1-2 pages. You may refer to a sample focus group guide on Canvas.

### **Ethnography (10%)**

This week you will be conducting a "guerilla" ethnography. This is a more general, less formal type of ethnography that is also typically shorter in duration. As an existential/open-ended public setting type of ethnography, the goal of this assignment will be to understand the activities, interaction, and "vibe" of a place and the people in it, to better understand its ecology. That being said, you should have an overall research question for this ethnography exercise, and then a few objectives that fall under that. You may wish to consider a retail or service environment (such as a farmer's market, coffee shop, grocery store, mall, etc.) to have the greatest relevance for this class, but I leave it up to you. Note: You will need to find a location where you can socially distance and/or wear a mask (depending on current local guidelines) in order to protect your health and safety. Please select your location and conduct the ethnography only after identifying a safe way to do so. If you have any questions, please let me know.

For the purposes of this assignment, please plan to spend a minimum of one hour observing at your location, and take field notes (jottings) during this observation time as discussed in lecture. Immediately afterward, plan to spend up to another hour writing up your expanded notes. Set these notes aside for a day, if possible, and then review them.

Analyze, reflect upon, and interpret possible meaning based on your notes, and then start outlining your ethnography report (the assignment deliverable).

The ethnography report should be between 4-5 pages, double-spaced. It can be written in the first person, as this is your personal account of the observation. In your report, please include the following: (1) the site (as well as location of the site) where you conducted your ethnography; (2) a sensory description of the place, including the visual look, feel, sounds, etc; (3) activities that took place during your observation; (4) any specific interactions or conversations you overheard (including any memorable quotes) that helped capture the nature of this place and activities taking place there (Could be something surprising, something that resonated with you, etc.); (5) any meaning you think may be behind what you observed (interactions, activities) based on the analysis of your notes. Any insights that you came away with? New “ahas” about the place or the people/customers who were there? (6) Conclusion, including any next steps you see as worthwhile following this guerilla ethnography.

### **Ratings Assignment (8%)**

For this assignment, you will be completing a worksheet provided in Canvas. Please answer all questions on that worksheet and then upload it to Assignments.

### **Survey Instrument (11%)**

Construct a survey instrument (no more than 15 min. long) that would answer 3-4 research question(s), whatever they may be. What are the variables you'd want to make sure are included? How would you measure them? What types of question response structure would best capture this information? Assume that this would be an online survey (you will be building it using the Qualtrics program using your student account). Refer closely to the assigned readings and lecture to help you with survey question construction and questionnaire design. What would such an instrument look like? What variables need to be tested? What are the best ways to get at this information (closed-ended multiple choice, Likert-scale, yes/no)? What types of questions are most likely to produce clear, accurate responses? Would closed-ended or open-ended questions best elicit a certain response? Are your questions “clean?” Or are some unclear, misleading or “double-barreled?” How about question order? Length of survey?

#### What to Turn In:

- 1) Survey instrument (send Qualtrics link to instructor and ensure there is viewable access)
- 2) A one-page (brief) outline of the RQs you are trying to answer in the survey, the independent and dependent variables you are measuring, and identify which survey questions help you to do that (which ones you'd use to perform your analyses). This item should be turned in as a separate Word document. *Note: You will NOT be fielding this survey. This is only an exercise in survey construction.*

### **Experimental Design (5%)**

For this assignment, you will design your own experiment. As always, start with a research question or a hypothesis (or two). Identify your variables. How would you go about creating an experiment that could test this hypothesis or address your RQ? Referring to readings and lecture from this week, prepare a 1-2 page outline of the experimental design you'd create. Include in your outline: (1) Your RQ or hypothesis(es), (2) relevant variables to be tested, (3) experimental design and (4) a brief explanation on how it would be carried out (stimuli, process, location, N of subjects and their description).

## **Conjoint Analysis Critique (7%)**

In this assignment, you will analyze a study that someone else has conducted using conjoint analysis (see Canvas module for the article you will assess). In your critique, please answer the following questions:

- a) What is the goal of the study? What are the attributes and levels?
- b) What were the results?
- c) How might the results be used for business decisions?
- d) Based on the results in the article, what future studies would you design to learn more about this topic or carry it to the next level, logical step, etc?

## **Final Report: Interview Findings (12%)**

This assignment will build upon the in-depth interview assignment—and interviews—that you conducted during this term. For this final report, you will analyze and report the findings from this interview project in a written report. You prepared the interview guide earlier in the term, then used that guide to conduct (and record in Zoom) 3 in-depth interviews of people on your topic, with the goal of answering your research question(s). This deliverable should be a professional report that you might prepare for your manager or your research team (as the intended audience). Length should be between 4-6 pages (double spaced). Sections should include: Introduction (objective and research questions), Method, Findings, and Conclusion. Please also include your typed transcripts as Appendices in your submitted assignment. (You will have done this much earlier, as you need the transcripts for the analysis phase.) Topics and interviewee type must be approved in advance by the instructor.

## **Final Report: Secondary Analysis of Data (12%)**

This assignment will be the end result of analyses you will have performed on the ANES 2016 data set, introduced in Module 8. You will have submitted your intended research questions to the professor during that week, after studying the data set and possible variables for testing. After you receive approval for your planned tests and variables, you can conduct the analyses (in SPSS). The final deliverable here will be a report in which you present the results of your analyses, which address your research questions and/or hypotheses. You are required to conduct two different multivariate analyses (minimum, but more is fine). The final deliverable is a brief report containing the following sections: Introduction (objective and research questions/hypotheses being tested), Method (variables and multivariate tests used and why, as well as the *N* of subjects for each analysis), Findings (address each RQ and hypothesis whether it was supported or not).

## **Expectations for Writing Assignments: 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.

Your grade will be calculated based on the following:



<b>Assignments/Assessments</b>	<b>Weight (%)</b>
<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>5 Lecture/Theory Postings</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points each.</li> </ul>	12%
<b>5 Reaction Postings</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points each.</li> </ul>	6%
<b>1 Survey Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points each.</li> </ul>	11%
<b>1 Experiment Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points each.</li> </ul>	5%
<b>1 Conjoint Analysis Critique</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	7%
<b>1 Ratings Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	8%
<b>1 Interview Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	9%
<b>1 Focus Group Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	8%
<b>1 Ethnography Assignment</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	10%
<b>1 Final Report: Interview Findings</b> <ul style="list-style-type: none"> <li>• Worth up to 10 points.</li> </ul>	12%
<b>1 Final Report: Secondary Analysis of Data •</b> Worth up to 10 points.	12%
<b>TOTAL</b>	<b>100%</b>

<b>Grade</b>	<b>Percentage</b>
<b>A</b>	<b>92.5-100%</b>
<b>A-</b>	<b>89.5-92.4%</b>
<b>B+</b>	<b>86.5-89.4%</b>
<b>B</b>	<b>82.5-86.4%</b>
<b>B-</b>	<b>79.5-82.4%</b>
<b>C+</b>	<b>76.5-79.4%</b>
<b>C</b>	<b>72.5-76.4%</b>
<b>C-</b>	<b>69.5-72.4%</b>

D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
E	0 – 59.4%

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

### LATE ASSIGNMENT POLICY

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

1. Late Assignment Grade Reductions
  - a. 0-24 Hours Late: 10% reduction in grade.
  - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
  - c. After the 7<sup>th</sup> 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.
- **Missed Live Virtual Meetings**  
In courses where there are live virtual meetings (mandatory or optional), a recording of the meeting will be provided if you cannot attend. You will be responsible to view the recorded meetings. In missed mandatory meetings, the instructor may require that you complete an 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.bluer.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](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: 352-8712707
- 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 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 TAs in this class.

## **Netiquette**

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

## **Online Attendance Policy**

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

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

## **Plagiarism**

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

## **Software Use**

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

## **Notification to Students of FERPA Rights**

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

## Student Guidelines for Courseroom Challenges

Student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines:

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

## Video Conferencing Etiquette

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

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

## Writing Style

In order to meet the academic rigor and standards of a graduate program, all students are required to use the Publication Manual of the American Psychological Association (APA) 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.
- [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](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.
- [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.**