



Introduction to Audiences

MMC 6936

Academic Term: Fall 2020

3 Credit Hours

Instructor

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Office Phone Number and Times: 352.392.6522 (However, Zoom or email is best.)

Virtual Office Hours: By appointment

Teaching Assistants: N/A

Course Description & Prerequisites

The purpose of this course is to provide students with an understanding of the nature and evolution of contemporary audiences and how they can be conceptualized from both firm and consumer perspectives. The students will examine the diversity of audiences and how they can best be served in today's marketplace. In addition, students will learn about the ethical implications of serving modern consumers, including the challenges that accompany new technologies and data access.

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 12:00am EST, and ends on Sunday at 11:59 PM EST. 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 lectures, reading, working on assignments, and engaging in discussions.

NOTE: August 31, 2020 – December 9, 2020. NOTE: This semester is one-week short due to COVID19.

Course-Level Objectives

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

1. Explain conceptualizations of audiences. (CO:1);
2. Analyze the evolving role of audiences. (CO: 2)
3. Explain characteristics by which audiences are defined. (CO:3)
4. Identify audience behaviors. (CO:4)

5. Identify cultural differences within audiences/consumer groups. (CO:5)
6. Explain cultural relevance and audience sensitivity. (CO:6)
7. Evaluate cultural relevance and sensitivity in media messages/content. (CO:7)
8. Identify global audience perspectives. (CO:8)
9. Identify audience sensitivity strategies within media messages/content. (CO: 9)
10. Assess audience data. (CO:10)
11. Analyze data sets. (CO:11)
12. Explain audience privacy challenges. (CO: 12)
13. Explain best practices in managing and operating data. (CO:13)
14. Analyze the ethical implications of consumer data. (CO:14)

(CO = Course-Level Objective)

Textbooks & Materials

Required Course Textbooks (Seminal [Over 5 Years Old] and Current):

- Burnett, L.E. & Hoffman, A. (2010). *Black is the new green*. Chapter excerpts. Available via [UF Libraries](#).
- Hubbell, P. (2014). *The old rush: Marketing for gold in the age of aging*. Selected chapter. Available as an e-book via [UF Libraries](#).
- Hurn, B. & Tomalin, B. (2013). *Cross-cultural communication: Theory and practice*. Irwin Law. Selected chapters. Available as an e-book via [UF Libraries](#).
- Jorgensen, R.F. (Ed.) (2019). *Human rights in the age of platforms*. Cambridge, MA: MIT Press.
Available as an e-book via [UF Libraries](#).
- Korzenny, F., Chapa, S., & Korzenny, B.A. (2017). *Hispanic marketing: The power of the new Latino consumer*. (2nd ed.). Routledge.
Selected chapters. Available as an e-book via [UF Libraries](#).
- Miller, P. & Kemp, H. (2005). *What's Black about it? Insights to increase your share of a changing African-American market*. Ithaca, NY: Paramount Market Publishers. Selected chapters. Available as an e-book via [UF libraries](#).
- Napoli, P. (2011). *Audience evolution: new technologies and the transformation of media audiences*. New York: Columbia University Press. Selected chapters. Available as an e-book via [UF Libraries](#).
- Peterson, B. (2011). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press. (Ch. 5-6). Selected chapters. Available as an eBook via [UF Libraries](#).
- Webster, J. (2014). *The marketplace of attention: How audiences take shape in the digital age*. Cambridge, MA: MIT Press. Selected chapters. Available as an e-book via [UF Libraries](#).

Electronic Course Reserves (VPN Access Required):

- Ettema, J. & Whitney, D., (Eds). (1994). *Audience making: How the media create the audience*. (CH. 2). Sage.
- Napoli, P. (2003). *Audience Economics: Media institutions and the audience marketplace*. Columbia University Press. (Ch. 4)

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

[Changes in the APA 7th Edition](#)

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](#).

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 Boards (45%)

Your initial post must be a substantive and scholarly submission. You must reply to at least two other students' posts and your instructor 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. Replies are not texts with friends and proper rules of writing must be applied including citations and references (do not plagiarize).

All initial posts for each module discussion board must be submitted by Thursdays at 11:59 PM, ET, so your peers have time to respond to your initial post. Responses to peers are due by Sundays at 3:00 PM, ET. To view the grading criteria rubric for the discussions in the courseroom, click the Settings icon (the 3 dots on the top-right corner) and select the *Show Rubric* button.

Talking Points Outline on Casting (Total 5%)

For the purposes of this assignment, you are junior member of the casting team for a new Hollywood blockbuster film. In reviewing the recommendations of others on your team (and your casting director), you notice that the actors suggested for the lead roles are all White men. You know there are opportunities to change this, but your team and casting director (who are also White men) say the part was written for a White male. What can you do?

For this assignment (using the above scenario), you will prepare a 1-2 page (single-spaced) "talking points" outline for yourself, which you would use to guide a discussion about "inclusive casting" with your casting director. You have scheduled a meeting with your casting director to lay out your concerns and offer some alternative suggestions. You must make your case not only for some alternative (more diverse) actors to consider, but why these changes should be made. How can you convince your casting director that this move is not only "safe," but that it could be a "win" with

audiences at the box office? While this assignment is an outline, it should be a detailed one so that your arguments are clearly laid out. You are welcome to write full sentences in places, if it feels more appropriate in order to convey your thoughts clearly.

Advertising Evaluations Assignment (Total 10%)

View the three video advertisement spots as noted in this week's module (in the material to watch for the week.) Given what you have learned from readings and lecture, take notes to yourself as to what traits, elements, or characteristics are present in the ads that might resonate with or appeal to the African American consumer or, conversely, fail to resonate or appeal to this consumer segment. You may want to watch each commercial spot several times in order to pick up all of the nuances and elements that may be present (or not present). Then, prepare a write-up (2-4 pages, double spaced, in APA style if references used) that addresses the following questions for each of the three advertisements (so, answer the questions below three times—once for each ad):

- Did you feel/think this was a culturally relevant advertising spot for African American consumers? Why or why not?
- What elements or components of the advertisement did you feel/think appealed to or would culturally resonate with the African American consumer?
- What elements or components did you feel/think would not appeal to this consumer?
- Did you see any mistakes or missed opportunities in this ad? (Or something that could have been done differently?) If so, what were they?

Culturally Relevant Advertising Script (Total 15%)

For this assignment, you will actually prepare ad copy for a culturally relevant advertisement. It should be in the format of a video advertisement script. You will find the earlier advertising evaluation assignment useful here, as you are now more aware of what makes a culturally relevant and/or sensitive advertisement. This time, you will be targeting the Hispanic consumer. At the top of your assignment, list (1) the title of your ad spot, and (2) which type of Hispanic consumer you are targeting (e.g. English dominant, Spanish dominant, bilingual, all Hispanics, etc., as well as the specific demographic/psychographic profile, for instance, "Hispanic soccer moms" or "Hispanic teens who are into music," etc.). A sample video script format will be uploaded to Canvas so that you have an idea of the layout (left side is for video shots/scenes that viewers will see, and right side for actual audio/dialogue that will be spoken). Your ad should be either 15 or 30 seconds in length (just estimate length based on the audio portion and how long it takes to read/deliver the ad, as you will not actually produce this ad—just write the script). You are welcome to write the script in either English or Spanish (be sure you are fluent, however, as you would also be graded on grammar and language accuracy). Make sure you review the various cultural insights and traits you've learned about this consumer group and look for opportunities to thoughtfully incorporate these into the ad (e.g. cultural primes or cues).

Culturally Relevant Fundraising Campaign Outline (Total 15%)

For purposes of this assignment, you are a university/higher education fundraiser. After digging into your institution's past efforts and practices, you've come to realize that most donors are older and **White**. Yet you know there is a lot of opportunity (and money) in younger alumni who have done well professionally, as well as alumni who represent other diverse demographics, including Asian-Americans and Asians who studied here as international students and then returned to their home countries. What can you do to tap into this giving potential? For this exercise, you will focus on either the Asian-American alumni demographic, or Asians who live abroad (but who attended your institution as international students for their degrees) or who have resettled in the U.S. You may also wish to include the element of "age" in your outreach strategy. For this assignment, you will outline a strategy or plan to reach out to your chosen demographic to try to get them to give back to your educational institution. What are some culturally relevant ways to do that with your chosen target? Again, be sure to tap into what you've learned from readings and lecture about the cultural elements, traits, and values that you should bear in mind, and what approaches and strategies might be most effective. For the assignment elements and format, please include:

- Your target (donor segment you've chosen to focus on).
- Your objective (what you want the end goal of your outreach/messaging strategies to be).

- Your strategy and its various components (This should include what you want to do, over what period of time, and how. Will there be mailings? Events? Personal outreach? What will the messages be, and how will you convey these in a culturally relevant way?) This section should be quite detailed and the longest section of your assignment.
- Length of this assignment should be between 3-5 pages (single-spaced.)

Data Evaluation Assignment (Total 10%)

As a data analyst, there are many things to consider before analyzing a data set. Based on the lecture and readings, what are the factors you need to keep in mind? Create an outline of the steps you would take when first being presented with a data set. What questions do you need to ask about the data set? What factors do you need to evaluate in order to assess its validity and trustworthiness? What are traits and characteristics that you need to look for? Complete the worksheet available on the Canvas course site.

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:

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they not count towards the final grade. <ul style="list-style-type: none"> • Student Introduction • Course Evaluation 	0	0%
15 Discussions <ul style="list-style-type: none"> • Worth up to 12 points each. 		45%
1 Talking Points Outline on Casting <ul style="list-style-type: none"> • Worth up to 12 points. 		5%
1 Advertising Evaluations <ul style="list-style-type: none"> • Worth up to 100 points. 		10%
1 Culturally Relevant Advertising Script <ul style="list-style-type: none"> • Worth up to 100 points. 		15%
1 Culturally Relevant Fundraising Campaign Outline <ul style="list-style-type: none"> • Worth up to 100 points. 		15%
1 Data Evaluation Worth up to 100 points.		10%
TOTAL		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.
- **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.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 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 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.

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 members 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) 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) 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, in-text 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](#), Phone: 352-273-2728, Email: 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.
- [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.