



Introduction to Multimedia Writing

MMC5006

Academic Term: Spring 21

3 Credit Hours

Instructor

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Teaching Assistants

- N/A

Course Description & Prerequisites

The purpose of this course is to teach students a new skill set in digital storytelling through ideas, production, and analysis. To create impactful stories, the students will be introduced to a new understanding and thought process of how digital stories differ from those in print, radio, and television. The students will learn about the changing roles of storytellers in news, promotion, public relations, and marketing while discussing and analyzing media consumption habits that encourage a seamless transition from active audience member to creator. The students will develop skills to produce creative online stories that will reverberate with the widest audience possible and learn video storytelling techniques with Adobe Audition and Adobe Premiere Pro.

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 be able to:

1. Explain the principles of digital age storytelling. (CO: 1)
2. Analyze the roles of storytellers. (CO: 2)
3. Develop creative storytelling concepts for a broad audience. (CO: 3)
4. Apply digital tools. (CO: 4)
5. Create a multimedia story. (CO: 5)

(CO = Course-Level Objective)

Textbooks & Materials

Required Course Textbook(s)

Fuller, P. (2019). *Storytelling through video: 7 Steps for producing and promoting content* (1st ed.). Independently published.

- ISBN-10: 1088510639
- ISBN-13: 978-1088510636

Biesenbach, R. (2018). *Unleash the power of storytelling: Win hearts, change minds, get results* (1st ed.). Eastlawn Media.

- ISBN-10: 0991081420
- ISBN-13: 978-0991081424

Recommended Textbook

Gitner, S. (2015). *Multimedia storytelling for digital communicators in a multiplatform world* (1st ed.). Routledge.

- ISBN-13: 978-0765641328
- ISBN-10: 0765641321

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](#)

Publisher Materials

LinkedIn tutorials on Adobe Audition and Adobe Premiere.

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](#)
- [JAVA](#)
- [Adobe Audition and Adobe Premiere](#)

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.
- Using Adobe Cloud services

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

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.

Assignments: 15%

Creative story discussion

- Share your Medium link of a creative story that moved you and provide your analysis of the story so that others in the class can get an idea of what motivates viewers about it.

- Submit to Canvas an example of a social media story that moved you, caused you to take action and do something. This can be an advertisement that got you to buy a product (give the specific reason why), or a news story about an event that caused you to search for more details, or something you saw online that made you give to an organization.
- Analyze its structure. What was the story arc, the setting, the characters like? What techniques were used to get the narrative across? What type of conflict was present? Chapter 2 talks a lot about long-form stories and films; take that information and apply it to the shorter form multimedia we consume every day.
- Whatever the story may be, post your example and corresponding analysis to the discussion board, and explain why it was creative and why you took action.

Short social media story and explanation

- Create a short story on social media—about an issue that’s important to you. Use any platform or tools you want: Twitter, YouTube, Facebook, Instagram, Tumblr, a visual blog or website, your Medium page, Snapchat, TikTok, etc. and post your story there. The format and style of each network will impact the length and content of the story and how you choose to tell it. Use any type of media you want: video, audio, photos, infographic, accompanying words, etc. But, nothing that will disappear in 24 hours. Share the link to the story in the discussion board in Canvas with an explanation as to why you chose the tools and platform you did to tell your story, and why that story would be important to your audience. Make sure to explain who your target audience was for the message.

Participation

- We will have a live lecture in our Zoom classroom every week at a time determined by the class for 10 out of the 16 weeks of this course. See the full schedule of live lectures on the Live Lecture Schedule on the homepage of our Canvas course.
- If you can’t attend the Live Lecture, you will be required to submit a 400-word paper on the lecture by Thursday at 11:59 p.m. If you attended the live lecture and were an active participant, you do not need to do a write-up and will automatically earn full participation points for attending. Your live lecture grade will start at 100%, and if you fail to participate and do not submit your written review of the lecture, your lecture grade will be dropped 10% each time. You are expected to watch the recorded lectures as well during weeks when the lecture isn’t live.
- If there is a recorded lecture, you do not have to submit a lecture discussion paper.

Static web media 15%

Photo journal and discussion

- Take 10 photographs throughout one day that you will compile and share on your Medium Page if you have one (Then post the link in the discussion section on Canvas). If you are not using Medium, you can upload multiple files by clicking on the right-hand side where it says “insert content into page”. Click on images, and upload from there.
- These photos will tell the story of your day. Make them as compelling as possible. The story should be told in images only – no words. Just the ten pictures. They can be of people, places, objects, landscapes. They can be of you. They can be anything. Tell your story.
- Find your moments
- Fill the frame
- Use your lighting
- Think about distance, background and angle
- After the photos are compiled and uploaded into the Discussion board, or the link to your Medium page, find two of your classmates’ projects. Look at their photos and describe their story as you perceive it from their

photos in 100-200 words. Remember, the audience members in multimedia are active participants, so when you tell a story, it is not just how you are producing it but how they are receiving it that counts. The point here is to see how people interpret your multimedia messages and if they interpret them the way you thought they would. How good are you at producing image-messages?

Web writing assignment

- Write a piece on a topic of your choosing made for an online audience—can be an op-ed, an essay, a piece that requires reporting on your part, a feature, whatever you prefer. Make sure you cite at least one outside article within the piece. You may embed tweets or other forms of social media within the piece. Once written, pitch to publications discussed with your professor for publication. Published pieces will get an A.

Video prep: 20%

30-60 second silent video story

- Use your phone or camera to shoot a short event meant to push a brand or product. On social media, new ads are video-based, but unless the user clicks, the sound is off. This means you must have compelling video without audio to get the click. You want the audience to see the full video and understand the story fully so it entices them to click. It is important that audience gets an understanding of what is happening without sound. We will not use sound in this assignment, so during the shoot, make sure you get a variety of shots, wide shots, tight shots, cutaways, slow zooms, tilts, pans, different angles, etc., to keep the viewer interested. You may use captioning over the video to give a voice to your work silently. Do whatever you can to get your story across. Edit your video pieces into a 30-second to one-minute seamless video using whatever editing system you prefer (LinkedIn goes over Adobe Premiere; it is linked in the modules).
- Upload it to assignments.

60 second video with audio and transitions

- Write, shoot and edit a 60-second video using an establishing shot, a tight shot of action, natural sound, voice overs and a sound-bite. You will need to have a rudimentary script for this, but it doesn't have to be turned in. It would be for you only. The video can be a profile on an artist, chef, athlete, etc., or a how-to video, explaining a skill: cooking a meal, putting together a home decoration, etc.

Project prep: 20%

Final project idea discussion

- Propose three ideas for final project which will be a multi-media story told in video format and posted to YouTube. You'll have to make a channel, if you don't have one, [here's how](#), along with ideas for teaser elements such as compelling tweets that make people interested in the broader story, Facebook statuses that use imagery and conversation threads to get people talking about the story, 10-15 second video hits on Instagram or Facebook composed of your best bit of the story, etc. These are called teasers, or promos.
- Come up with three different story ideas and post them to Canvas, telling us what the stories are, why you want to tell them, what their purpose is, what you want the audience to get out of it, and how you want the audience to react.
- Comment on two of your classmates' proposals. 80 percent of this assignment will be the ideas, 20 percent the comments you give.
- (REMINDER: The FINAL ASSIGNMENT will be a 3:00 minute video story. The topic of the final project must be approved by the professor. This is a culmination of all that you will learn in Intro to Multimedia. The video must include interviews, b-roll, transitions, ending credits and good audio. You will turn in the video with a description on Canvas via a YouTube URL.)

Final project outline

- Set the groundwork for your final project: line up interviews and mark them down on a calendar or in a timeline schema, along with why you are interviewing them, write a story arc or outline, brainstorm video shots and any still photography, consider the type of audio you want, and the places you'll have to go to get the best pieces for this story.
- Don't lose sight of your goal. Why are you telling the story?
- Upload a detailed outline and timeline to Canvas.

Final project script

- Develop a final project script to be approved by the instructor. Remember to use visual cues, time-codes, video shot descriptions, and script commands. Leave blanks if you don't have interviews for sound bites yet, but indicate where they will be in script along with projected timestamps.
- Upload script to assignments in Canvas.

Final Project: 30%

Social media teasers

- Produce teaser elements for your final project to interest your audience in your story. Compose two written Tweets, a :10 video story for Snapchat or Instagram, a silent story for Facebook of any length, and a Facebook post with a photo. Upload these to Canvas. EXTRA CREDIT: a :60 story for Twitter or Instagram
- Upload to social media and provide those links as well.

3:00 video package

- Create a 3:00 minute video story. The topic of the final project must be approved by the professor. This is a culmination of all that you will learn in this class. The video must include interviews, b-roll, transitions, ending credits, and quality audio and lighting. You will turn in the video with a description on Canvas along with a YouTube URL. HARD OUT.

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%
3 General Assignments (Worth up to 100 points each.) <ul style="list-style-type: none">• Participation• Creative Story Discussion• Social Media Story	300	15%
2 Static Web Media Assignments (Worth up to 100 points each.) <ul style="list-style-type: none">• Photo Journal• Web Writing	200	15%
2 Video Practice Assignments (Worth up to 100 points each.) <ul style="list-style-type: none">• Silent Video Story• Video Story	200	20%

3 Project Preparation Assignments (Worth up to 100 points each.)	300	20%
<ul style="list-style-type: none"> Project Brainstorm Project Outline Video Script 		
2 Final Project Assignments (Worth up to 200 points each.)	300	30%
<ul style="list-style-type: none"> Social Media Teasers 3-minute Video Package 		
TOTAL	1300	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 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 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, as addressed above.

- **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 and lectures. If you cannot attend the video conferencing meeting or lecture, 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 course-room.

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, 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](#), 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.