

## MMC 6936: Digital Brand and Reputation Management

**Academic Term:** Fall 2021

**3 Credit Hours**

### Instructor

Name: Courtney O'Connell

Email Address: [coconnell@jou.ufl.edu](mailto:coconnell@jou.ufl.edu)

Office Phone Number and Times: Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment. Please note that I will not reply to any class related messages sent to me on any social media platforms.

Virtual Office Hours: I am available Monday nights from 6-9pm EST virtually (Zoom, Skype, or Facetime) by phone appointment. If that time range does not work for you, please email me to coordinate a time.

### Teaching Assistants

- N/A

## Course Description & Prerequisites

This course introduces the students to guidelines and proven best practices that ensure individuals can produce and protect their online reputation (this course differs from other courses that focus on brand or organization reputation). The students will concentrate on the practical applications of guidelines to build their personal online reputation throughout the semester. This course will solely focus on producing and protecting an individual's digital reputation. Case studies and current events will provide for rich discussion and reflection.

### Course Prerequisites / 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.

### Zoom

We will be using Zoom for live class meetings. Instructions on how to download and operate Zoom can be found in the course website.

**Live Class Meetings:** We will meet on Zoom seven times throughout the semester for a live lecture. The live lectures will be held at 7:30PM EST on the following dates: 8/24, 9/7, 9/21, 10/5, 10/19, 11/9, 11/30. Students are expected to

read the materials for the week in advance of the live lecture, as these lectures will be interactive and rely on student participation.

### **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 importance of a digital reputation. (CO: 1)
2. Analyze a digital reputation for an individual. (CO: 2)
3. Use digital platforms to produce and protect a digital reputation. (CO: 3)
4. Build a personal digital brand. (CO: 4)
5. Create digital content across three platforms. (CO: 5)
6. Explain three techniques used to repair a negative digital reputation. (CO: 6)
7. Explain how to establish a Brand Voice online. (CO: 7)

(CO = Course-Level Objective)

## Textbooks & Materials

### **Required Course Textbook(s)**

Qualman, E. & Equalman Studios. (2019). *What happens in Vegas stays on YouTube: Privacy is dead*. Equalman Studios.

- ISBN-10: 0991183509
- ISBN-13: 978-0991183500

Rangarajan, D., Gelb, B. D., & Vandaveer, A. (2017). [\*Strategic personal branding—And how it pays off\*](#). Harvard Business Review | Store, 60(5), 657–666.

### **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 7<sup>th</sup> Edition](#)

### **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/>

### 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

- [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](mailto:helpdesk@ufl.edu)

### Please Note

Your instructor is not able to handle technological issues or answer questions related to computer issues. If a problem of this nature arises that causes you to miss an assignment, you must provide your Help Desk ticket number to the instructor in order to receive an extension.

## Course Grading Policies

### Grading Criterion, Late Assignment Policy, and Expectations for Assignments

#### GRADING CRITERION

##### Participation (20%)

###### *Discussions*

Student and the news articles they choose week to week will drive all discussions. Please see an overview of how this will work below. The first week, I will facilitate an introductions discussion to ensure students get to know one another. However, after that, it will be assigned to one/two student(s) per week to pick an article and lead the discussion.

###### *Discussion Post Topics:*

Given the nature of digital reputation, and its ongoing presence in the news, discussion will be a key component of the course. These discussions will mostly be driven by the latest news stories related to digital reputation.

- **Conversation Starter/Digital Reputation in The News:** Students will be assigned one week each that they will share the “conversation starter” as well as outline 3 – 5 questions they want their peers to answer in reaction to the story. The questions should illustrate the student’s familiarity with the story, and their ability to synthesize the story with the latest content being covered in the course. Stories must be from a credible news source and written within the last 3 months. It is the student’s responsibility to lead and facilitate discussion by commenting on participant replies.

- **Replying to Weekly Discussion Starters:** Students are expected to participate weekly in discussion with a brief reaction or response to the conversation starter. They should illustrate a synthesis of course content in their responses and reactions to the conversation starter presented.
- **Project Example:** An example of a story one might use as the weekly discussion starter: [One Woman's Facebook Success Story: A Support Group For 1.7 Million: All Tech Considered: NPR.](#)

Students would follow that with a few questions that showed their knowledge of the story and how it might connect to course content related to “creating the conversation” or producing your digital reputation. The second component, replying to these discussions, would simply be students replying to the prompt showing their knowledge of the story and their ability to connect it to the course content. Student replies should be at least 100 – 150 words.

### ***Participation in Lectures:***

Students are expected to participate weekly in discussion with a brief reaction or response to the conversation starter. They should illustrate a synthesis of course content in their responses and reactions to the conversation starter presented.

Students will receive two grades in participation. One grade will be given for the first half of the class. The second grade is given at the end of the semester. This is designed to give students feedback on their participation mid-way through the semester, and ample time to integrate feedback in the second half of the semester.

### **Reflection Papers (25%)**

All reflection papers must include a student’s synthesis of course content. Use the readings, lectures, and materials to bolster your insight and reflection to earn full credit.

### ***Reputation & Sharing Audit Reflection Paper***

This will be a two-part assignment that will take place over the course of the first two weeks of the class. The first part is a Digital Reputation Audit using [BrandYourself.com](#)’s free version of their reputation audit. The second component of the assignment is a sharing audit. The student begins by looking at their Twitter, Instagram, LinkedIn, and/or Facebook page. They will make a chart with two columns; the first column has the screengrab of the post and the second column has the reason why they shared it. Students will make a list of ten recent shares, and the reasons paired with the posts can be as simple as “thought my audience would like it” or “just thought this was cool.” After they do the reputation audit and sharing audit, they will need to write a 500 – 700-word reflection paper about the experience of doing their audit and what they learned from the experience. The student must infuse what they have learned from class into their reflection. Students will NOT be graded on their reputation score or the quality of the posts in their sharing audit. They will be graded on their ability to connect what they have learned in class to the assignment and how they examine the experience through this new lens.

### ***Reflection Paper: “The Digital Reputation I Aspire to Emulate”***

Students will identify one person with a digital reputation they aspire to emulate. They will use what they have learned about a strong digital presence and apply that to their examination and choosing of this reputation. Three to five screenshots should be used throughout the reflection paper to provide evidence for why they have chosen this person. Students will share what they were looking for in this digital presence, why they believe the person has a strong reputation online, and what the student can emulate in their own reputation from this person. The paper should be 500-700 words.

### ***Personal Application: Examples and Reflection***

Over the course of three weeks, there will be a focus on the various digital platforms' students can use to build their digital reputation. The discussion will be broken up into 3 themes related to producing one's digital reputation: Joining the Conversation, Creating the Conversation, Sharing One's Work. Students will engage on at least one digital platform for each assignment across the themed weeks using what they have learned about producing their digital reputation. The assignment will require students to take screenshots of their engagement, coupled with a brief reflection paper 500-700 words. The reflection should tie what they have learned about producing their reputation to the experience of creating content on the platform they chose. They should also provide an explanation as to why they chose their platform, and how their activity connects to the digital reputation they are hoping to build.

### **Written Assignments (20%)**

#### ***Brand Mapping, Brand Personality Questionnaire, and Reflection Paper***

Students will complete a Brand Mapping worksheet and Brand Personality Questionnaire, adopted from Leland's "Brand Mapping Strategy" book. After completing the worksheet and questionnaire they will write a 500-700 word reflection paper on their experience as well as a summary of the findings from the worksheet and questionnaire. In total, the student will need to submit 3 components to be eligible for full credit on the assignment: a completed brand mapping worksheet, a completed brand personality questionnaire, and a reflection paper.

#### ***Digital Reputation Vision Document & Reflection Paper***

Students will reflect on what they have learned about digital reputation, and personal branding. They will define success for their digital reputation with key performance indicators such as a broader professional network, new meaningful connections with thought leaders in their industry, or more thoughtful interaction with peers on digital platforms. Finally, students will outline three goals they are setting for themselves to achieve the success they envision. This paper should be 700-1000 words.

### **Group Project (20%)**

#### ***Consultation Project***

This is a group project. Groups of 3 will be provided a synopsis about an 'up-and-coming CEO' with little to no digital reputation. The group will need to provide consultation and some training to this CEO on how they can produce and protect their digital reputation. The assignment will require each group complete and submit the following:

- Executive summary
- Strategy document including a SWOT analysis, digital voice overview, and three strategic goals related to producing and protecting the CEO's digital reputation. Goals should be paired with key performance indicators that the CEO can use to measure success.
- One online training module, no longer than 10 minutes long. The module should provide a deeper dive into one of the platforms the team is recommending to the CEO in the greater strategy.

### **Quizzes (15%)**

There will be three quizzes throughout the course of the semester. The first one will focus on the fundamentals and finding one's digital voice. The second one will be about the platforms and application. The final quiz will be about protecting your reputation.

### **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>Points</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	0%
<b>Participation</b> (Includes: participation in live lectures, completion of your discussion starter, engagement in discussion board conversations.) <ul style="list-style-type: none"> <li>• Worth up to 200 points.</li> </ul>	200	20%
<b>5 Reflection Papers</b> <ul style="list-style-type: none"> <li>• Worth up to 50 points each.</li> </ul>	250	25%
<b>2 Written Assignments</b> <ul style="list-style-type: none"> <li>• Worth up to 100 points each.</li> </ul>	200	20%
<b>1 Group Project</b> <ul style="list-style-type: none"> <li>• Worth up to 200 points.</li> </ul>	200	20%
<b>3 Quizzes</b> <ul style="list-style-type: none"> <li>• Worth up to 50 points.</li> </ul>	150	15%
<b>TOTAL</b>	<b>1000</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>
<b>D+</b>	<b>66.5-69.4%</b>
<b>D</b>	<b>62.5-66.4%</b>
<b>D-</b>	<b>59.5-62.4%</b>
<b>E</b>	<b>0 – 59.4%</b>

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.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](mailto:rfroman@ufl.edu) , Phone: 352 - 273-1094
- Disability Resource Center: Gerry Altamirano, [galtamirano@ufl.edu](mailto:galtamirano@ufl.edu) , Phone: 352 - 392-8565
- Electronic Information Technology & Communication Accessibility: Anne Allen, [alallen@ufl.edu](mailto:alallen@ufl.edu) , Phone: 352- 871-2707
- For persons with hearing or speech related accessibility needs: When trying to access an office on campus that does not list a TDD/TTY number, contact the Florida Relay Service at 800-955-8771(TDD) or 711 (V/TDD).

### Accessibility Resource Center



University of Florida  
PO Box 114085  
Gainesville, FL 32611-4085  
Phone: 352-392-8565  
[Email: accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu)

**Address**

Environmental Health and Safety Administrative Offices  
916 Newell Dr  
Gainesville, FL 32603

For more information, see UF's [Electronic Information Technology Accessibility \(EITA\) Policy](#).

## Communication Policy

### EXPECTATIONS FOR STUDENTS

**Announcements**

You are responsible for reading all announcements posted in the courseroom each time you log in.

**Email**

You are responsible for reading all 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.

### Video Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under [UF Regulation 4.040 Student Honor Code and Student Conduct Code](#).

## 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](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. No smoking or drinking alcoholic drinks.
5. Make sure your background is in a proper setting with minimal distractions.
6. 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.**