

Just an example of social marketing, not preaching 😊

Advertising Strategy- Social Marketing Approach

ADV 3001/3824  
 Spring 2022  
 M 5:10-7:05  
 W 5:10-6  
 Weimer 1074  
 University of Florida



**Course Overview & Objectives**

In this course we will learn to apply advertising strategies to identify and promote solutions to health/environmental/societal issues, so that we can improve our world. This approach is known as “social marketing” in public health and communications fields.

**During this course, you will develop and enhance the following skills**

- Developing a social marketing plan that is central to the development of public health
- Applying research methods and theory in marketing behavior change
- Critically analyzing real social marketing campaigns and interventions
- Thinking critically and creatively both as an independent social marketer and team member
- Developing and presenting a social marketing plan focusing on a salient health issue in the community

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**Your instructor**

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**Contact me:**

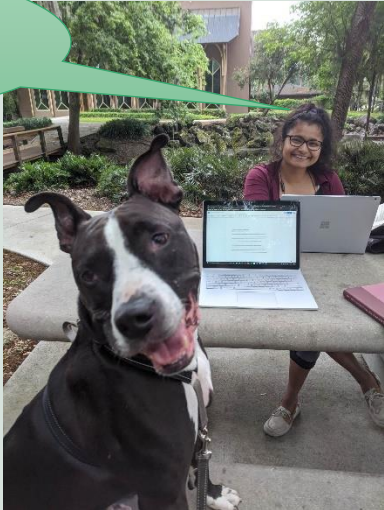
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*Meet:* Weimer 2020

**Office hours:** M/W 4-5 pm/ by appointment

This is me, not the dog (just to clarify 😊)



## Taking This Course

You will have the opportunity to learn how to use commercial advertising/marketing strategies to change people's behavior to promote better health practice. This will largely center around promoting healthy behavior in individuals or families, preventing disease or injury, protecting the environment, or mobilizing communities to adopt healthy practices or policies. We will also explore the value of research and theory to develop and evaluate advertising or social marketing strategies.

## Course Format

The course will be divided into the following four phases that cover the entire social marketing process so that you leave this course with the toolkit and skills needed to develop a health-focused marketing campaign:

1. Analyzing the Situation & the Audience
2. Crafting a Conceptual Approach: Identifying Objectives/Goals, Barriers/Benefits, Motivators & Influencers all with the Help of Theory, & Research Methods
3. Developing a Strategic Plan – The Marketing Mix
4. Managing Social Marketing Programs/Campaigns

## Course Materials

<b>Required Texts</b>	<u>Main Text</u> Lee, N. R., & Kotler, P. (2016). <i>Social marketing: Changing behaviors for good</i> (5 <sup>th</sup> edition). Thousand Oaks, CA: Sage.
	<u>Case Study Text</u> Cheng, H., Kotler, P., & Lee, N. R. (2011). <i>Social marketing and public health: Global trends and success stories</i> . Subury, MA: Jones and Bartlett.
<b>Lecture Slides</b>	Will be available on Canvas
<b>Other Reading Materials</b>	Journal Articles, Websites, Videos will be made available on Canvas

## GRADE ASSIGNMENT

A = 93-100%  
 A- = 90-92%  
 B+ = 87-89%  
 B = 80-86%  
 C+ = 77-79%  
 C = 70-76%  
 D = 60-69%  
 Failure = 0-59%

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment. D = below average work in which the student does not meet the minimum expectations for a given assignment.

Failure = below average work in which little or no effort seems to have been expended by the student.

## Additional Resources

The job market for individuals with advertising strategy / social marketing skills is very strong. Institutions focused on public health issues are regularly hiring advertising, marketing, public relations, and health communication professionals to aid in the development of social marketing campaigns to address local, national, and global health concerns. I strongly urge you to become familiar with some of the leading sites for social marketing. These entities are leaders in the public health field and offer internship opportunities in social marketing, advertising, public relations, health communication, and informatics:

### *Center for Disease Control (CDC)*

Gateway to Health Communication & Social Marketing Practice

<http://www.cdc.gov/healthcommunication/index.html>

Student Internships

[http://www.cdc.gov/employment/menu\\_student.html](http://www.cdc.gov/employment/menu_student.html)

### *National Cancer Institute (NCI)*

The Pink Book – Making Health Communication Programs Work

<http://www.cancer.gov/publications/health-communication/pink-book.pdf>

\*This is a handbook from a social marketing approach on strategy and campaign development  
Health Communication & Informatics Research Branch (HCIRB)

<http://cancercontrol.cancer.gov/brp/hcirb/>

Health Communications Internship <https://hcip.nci.nih.gov/hcip/>

*Johns Hopkins: Center for Communications Programs* <http://ccp.jhu.edu/>

Career Opportunities <http://ccp.jhu.edu/about-ccp/careers/>

*World Health Organization (WHO):* <http://www.who.int/campaigns/en/>

### *Public Health Foundation (PHF):*

Strategic Communications & Marketing Internship

[http://www.phf.org/AboutUs/Pages/Marketing\\_and\\_Communications\\_Internship\\_Program.aspx](http://www.phf.org/AboutUs/Pages/Marketing_and_Communications_Internship_Program.aspx)

### *American Public Health Association (APHA):*

Advertising and Marketing Internship <https://www.apha.org/professional-development/apha-internships-and-fellowships/affiliate-affairs-and-national-public-health-week/publications-advertising-marketing-internship>

### *Substance Abuse and Mental Health Services Administration (SAMHSA) –*

Social Marketing Internships <http://www.samhsa.gov/about-us/jobs-internships/internships>

### *USAID –*

Internships <https://www.usaid.gov/work-usaid/careers/student-internships>

**Following are resources you will want to utilize to find examples of successful social marketing practice:**

*Social Marketing Quarterly* \*leading journal publishing social marketing research and practice

[www.socialmarketingquarterly.com](http://www.socialmarketingquarterly.com)

<http://smq.sagepub.com/content/by/year>

*ShowCase:*

<http://www.thensmc.com/temporarywebsiteaddress.com/resources/showcase>

*Dr. Lefebvre's Blog:*

[http://socialmarketing.blogs.com/r\\_craig\\_lefebvres\\_social/](http://socialmarketing.blogs.com/r_craig_lefebvres_social/)

**Thinking about grad school? Check this out this renowned program in Public Health Communication & Marketing:**

<http://publichealth.gwu.edu/programs/public-health-communication-and-marketing-mph>

Course Assignments	Points	%
In-Class Participation	25	5
Case Study Discussion Leader	25	5
Group Social Marketing Worksheets	100 (broken down into 10 parts each 10 points)	20
Group Presentation	100	20
Group Social Marketing Plan	50 (Revised worksheets based on feedback)	10
Exam 1	100	20
Exam 2	100	20
Total	500	100

### PARTICIPATION & ATTENDANCE POLICY (25 points)

Your participation grade consists of participation during class discussions, in-class activities including case study analysis discussion and workshops. Your input is a critical part of learning in this class. Your participation is heavily based on quality not quantity. It is more important for you to read the material before class, come and contribute insightful comments during discussion, and to be open and attentive to your fellow students. Contributing daily but without substance is not considered quality participation. It is more important that your participation be relevant and insightful and draw from the course material. *NOTE:* I do not take attendance; however, regular attendance is a core element of successful completion of this class. You will not have the opportunity to develop your skills and knowledge if you do not attend. Refer to this link for university attendance policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### CASE STUDY LEAD DISCUSSION LEADER & QUESTION POST (25 points total)

Each of you will have an opportunity to lead our small group discussion during one of our “case study days.” You will be assigned to lead one case study during the semester. For this assignment you will answer 1 of 5 questions about the case study (posted on Canvas in the associated Module and Discussion) and post your answer to the discussion board. Although you only post one of your answers you should come to class prepared to lead a small group in a class discussion about all 5 questions (so have answers prepared for all 5). Your assignment must be posted on the discussion board no later than midnight the night BEFORE class. No late postings are accepted. You must also integrate the readings to answer the question and cite the primary sources using APA style. You must apply the scholarly concepts from your main text and assigned readings to analyze the case study and how it was (or wasn't) a successful social marketing approach to a global health issue.

### EXAMS (200 points total: 2 exams each worth 100 points)

Exams are based on your assigned readings, lectures, and activities. They will be multiple choice, matching, and true/false. You will have 2 exams. If you know you will be absent on an exam date you must make arrangements with me to take it on another day within the first 2 weeks of the semester.

**\*NO MAKE-UPS UNLESS PROOF OF EMERGENT DOCUMENTED SITUATIONS**

### GROUP SOCIAL MARKETING PLAN (SMP) WORKSHEETS (100 points)

You will be assigned to a small group (4-5 students). As a team you will apply advertising strategy and develop a social marketing strategy (SMP) to address a health issue in our community locally or on a larger level (national or global). Together you will choose a social issue and develop a plan for influencing a target audience's behavior in order to benefit both society and the selected population. The entire SMP will be due in full at the end of the semester with your group presentation. However, you must also submit the SMP in 10 parts (worksheets). You will receive some time in class to work on these worksheets. Worksheets 1-5 are due before Exam 1 and the other half (6-10) are due at the end of the semester (see course schedule). We will learn how to develop an SMP via the 10-step process outlined in your Kotler & Lee text. You will use the worksheets in the back of your text (see Appendix A) to complete all 10 parts of the SMP (each step listed below corresponds with the step # in the 10 worksheets in the Appendix). Note each part is worth 10 points. To receive full credit, you must submit the complete SMP with your group presentation the last week of class as one document in addition to the two previous due dates. No late work accepted.

Step 1	Problem Statement	(10 points)
Step 2	Situation Analysis (SWOT)	(10 points)
Step 3	Audience Profile/Segmentation	(10 points)
Step 4	Behavior Objectives and Goals	(10 points)
Step 5	Conceptual Approach	(10 points)
Step 6	Position Statement	(10 points)
Step 7	Marketing Strategy/Mix (4 Ps)	(10 points)
Step 8	Monitoring/ Evaluation Plan	(10 points)
Step 9	Budget	(10 points)
Step 10	Implementation Plan	(10 points)

### GROUP PRESENTATION (100 points)

During the final week of classes, you will present your SMP as a formal presentation to the class. As you would in the public health or corporate setting, your team will be evaluated as a team, meaning one grade will be assigned. A grading rubric for the presentation will be provided to you on the course page. I strongly encourage you to touch base with me throughout the semester to address any team issues that arise and to stay on track. Do not wait until the week presentations are due to disclose any issues. You will have numerous workshop opportunities in class to give you ample time to work on your SMP and presentation (and to receive feedback from me and your peers). With your presentation you will submit a packet that includes the following: 1) Final SMP in one document with appropriate headings; 2) presentations slides and/or materials; and 3) individual and team evaluations (Note – you will each submit an individual evaluation and evaluations of your team members. These will be considered in the grading process). When your team is not presenting you will be expected to evaluate the other team presentations in the class anonymously. These class evaluations will also be considered in the grading process. The presentation should be 10 minutes in length and address the following components of your SMP:

- Problem Statement (background, purpose, and focus: SWOT)
- Audience Profile (audience characteristics, market profile, positioning statement)
- Proposed Social Marketing Intervention
  - Marketing objectives and goals
  - Barriers and benefits
  - Theory informing strategy for behavior change
  - 4 P's
  - Ethical considerations
- Evaluation/monitoring/implementation (with budget)
- Conclusions

### GROUP SOCIAL MARKETING PLAN (50 points)

This assignment is basically a revised, polished, and compiled version of the 10 worksheets you will be submitting over the semester. The reason I say it is revised and polished is that I will be providing feedback on each worksheet you submit. You will be incorporating those feedbacks to your worksheets (unless you can provide me with rationale why you should not incorporate those feedbacks). By the end of the semester, when you have revised all your worksheets and finalized all 10 steps of your SMP, you will compile them as one document and submit it to me. That's it! That's the assignment.

### EXTRA CREDIT OPPORTUNITY

You can earn a maximum of 15 extra credit points by participating in research studies in CJC's SONA research management system (<https://ufl-cjc.sona-systems.com>). If you participate in one study, you get 7.5 points; if you participate in two studies, you get an additional 7.5 points for a total maximum of 15 extra credit points. You must complete this no later than November 16. If you want to do this, please register a SONA account and choose studies to participate in to receive extra credits for this class. Check SONA regularly to see what studies have become available. Typically, it is not until around maybe the third week of the semester that studies will become available. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited by the end of the semester. In fact, it is probably wise to participate early in the semester when your course loads are the lightest. Please see this video below for how to set up your SONA account: [https://youtu.be/\\_1OnT2ZU6QQ](https://youtu.be/_1OnT2ZU6QQ) If you have any questions, please contact the CJC SONA administrator through this email: [uf-cjc-sonasystems@jou.ufl.edu](mailto:uf-cjc-sonasystems@jou.ufl.edu). They will also notify me to let me know you participated.

## Teaching Philosophy

This is a course about making the world a better place, which starts right here in our classroom. We do that by ensuring that our class is a safe, inclusive, and respectful sphere.

### How do we make our class safe & respectful?

- Our class sphere is a NO-JUDGEMENT zone.
- We can state our opinions as long as they do not deny the existence of any other humans or their equal rights to humane existence.
- Making a classroom safe & respectful does not mean we will not disagree with each other; We will disagree and agree but with every opinion we provide, we must back it with empirical evidence.
- Our class is a no violence zone, verbal, physical, sexual, social, emotional, or of any kind.

### How do we make our class inclusive?

- All persons are accepted and cherished for who they are and identify as.
- Class materials in this course is aggregated from a diverse set of scholars, cultures, and peoples.
- Students will be accommodated based on their specific wants and needs.

## Class Policy: Nine Commandments of My Class

1. **Papers or written assignments.** Papers must be typed in 12-point, Times New Roman font, double-spaced, with 1-inch margins. References should be in correct APA format and papers should include correct grammar, punctuation, spelling, etc. Do not rely on direct quotes from your references. I evaluate you on your ability to understand what you have read and, thus, your ability to synthesize ideas. As such, strive to paraphrase rather than directly quote sources. Be sure to cite appropriate sources when conveying others' ideas and findings when you paraphrase. Writing skills are one of the most important assets you will need in the workforce. I strongly encourage each of you to take your paper to the campus writing center as this inevitably greatly improves your writing skills.
2. **Email Communication.** Email is the primary way to contact me. I will respond to emails within 72 hours. If you choose to leave me a voicemail on my office phone, I may not get this for several days as I am off campus conducting research. Thus, please use email to contact me. If you email me on the weekend, do not expect a response until classes resume.
1. **Late Policy.** I do not accept late work. Should your work be late due to an unforeseen circumstance you must notify me within 24 hours and provide documentation to prove that your absence is excusable.
2. **Make-up Exams.** If you know now that you cannot make an exam on the date scheduled, it is your responsibility to make prior arrangements with me. This must be done during the first two weeks of the semester. If you are unable to come to class on an exam day for an unforeseen reason, notify me within 24 hours via phone and email, and no later than the day of the exam before it is administered. To make up the exam, I will need written documentation of the emergency. You will need to make-up the exam within 2 business days.
3. **Absences.** It is to your benefit to attend class and participate in activities and discussions. If you must miss class, please see a classmate for missed notes, etc. You must do this first, before talking to me! Do not email me to see "what you missed." You are responsible for getting all information from class from your peers. If you still have questions about the materials after talking with your classmates and reviewing their class notes, please stop by during office hours. Absences will negatively affect your participation grade.
4. **Group Work.** Your group members will have an opportunity to evaluate your contribution to group projects. I expect that you will each participate equally and cordially. Should problems arise in your group dynamics, please set an appointment with me to discuss your concerns.
5. **Use of Technology in Class.** You may not use your cell phones for any reason other than emergency calls to you or from you (should you expect an emergency call and need to leave your cell on during class, please inform me BEFORE class). Keep the ringer off (not on vibrate) before class begins and keep it in your personal bag/belongings. I DO NOT WANT TO SEE ANYONE'S CELL PHONE DURING CLASS! You *will* survive without it—I promise! You also may not listen to headphones during class. Using a laptop in class is a privilege. If you must use a laptop to take notes, you must sit in the front row. You can only use laptops to type notes, not audio or video record them. Also, please be courteous to me and your colleagues by not surfing the web or completing other class work while in my class. Should I find that you are abusing this privilege, the entire class will be banned from using laptops or any other electronic device.
6. **Etiquette.** Please come to class on time and be attentive. I expect that you will be respectful of others by being attentive, courteous, and silent when others, including myself, are talking. I expect you to treat each other as well as myself with respect at all times. That means that you do not talk when others (including myself) are talking. Do not come to class late. Be on time! Class time is relatively short. Unless it is an emergency, I expect you to stay seated in class during this time. It is incredibly disruptive and rude to your colleagues to get up and leave every moment you get the urge to do so.
7. **Learning Accommodations.** I will accommodate your unique learning requirements as best I can. Please inform me at the start of the semester about concerns you may have in course procedures, schedules, or assignments. Please also take advantage of the many student services on campus that are meant to enhance and optimize your learning experience (e.g., Disability Services, Student Services, etc.). Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
8. **Academic Integrity & Dishonesty.** 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Both you and I are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Familiarize yourself with university policy regarding academic dishonesty. Such instances include not citing sources, plagiarizing published sources, copying other students' work, submitting coursework (yours or others') from previous classes, and cheating on examinations in any manner (e.g., sharing answers, looking at someone else's exam, using a cheat sheet). I have a zero tolerance policy on academic integrity. The consequences include automatic course failure and possible expulsion from the university. Ignorance is not an excuse or defense. When in doubt, ask! Should you engage in academic dishonesty, you will not only fail this course but I will also file a grievance report with the dean recommending suspension or expulsion from the university.
9. **Student Evaluations.** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.



## Tentative Schedule for the Semester

DATE	TOPIC	READINGS	DUE DATES
<b>PART 1</b>			
<b>THE SOCIAL MARKETING PROCESS: ANALYZING THE SITUATION &amp; AUDIENCE</b>			
<b>Week 1</b>			
Jan 05	Introductions & Syllabus		
<b>Week 2</b>			
Jan 10	Introduction to Advertising Strategy from a Social Marketing Approach	Lee & Kotler - Ch 1, 2; Cheng et al. pp 1-28; Maibach (2002)	Syllabus Contract
Jan 12	The Strategic Social Marketing Process (SMP)	Lee & Kotler Chapter 4	
<b>Week 3</b>			
Jan 17	NO CLASS	Holiday	
Jan 19	Brainstorming About Social/ Health Issues		*Groups on Canvas
<b>Week 4</b>			
Jan 24	Situation Analysis (SWOT)	Lee & Kotler Chapter 4	Group Finalization
Jan 26	Audience Segmentation & Analysis	Lee & Kotler Chapter 5	<b>Worksheet 1 DUE</b>
<b>PART II</b>			
<b>CONCEPTUAL APPROACH: IDENTIFYING OBJECTIVES &amp; GOALS USING THEORY &amp; RESEARCH</b>			
<b>Week 5</b>			
Jan 31	Identifying Objectives, Goals, Barriers & Benefits, Motivators & Influencers	Lee & Kotler Chapter 6-7	
Feb 2	Case Study Day "Increasing School Meal Uptake...in England"	Cheng et al. Chapter 6	<b>Worksheet 2 DUE</b> <b>Case Study DQs</b> (due night before)

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>DUE DATES</b>
<b>Week 6</b>			
Feb 7	Utilizing Research Methods and Theory in the SMP Process	Lee & Kotler Chapter 8 & 3	
Feb 9	Case Study Day “Reducing Tobacco Use in the U.S....”	Cheng et al. Chapter 2	<b>Worksheet 3 DUE Case Study DQs (due night before)</b>
<b>Week 7</b>			
Feb 14	EXAM 1 Review + Workshop		
Feb 16	Case Study Day “Love, Sex, & HIV/AIDS...in Mexican Youth”	Cheng et al. Chapter 4	<b>Worksheet 4 DUE Case Study DQs (due night before)</b>
<b>PART III</b>	<b>DEVELOPING A STRATEGIC PLAN</b>		
<b>Week 8</b>			
Feb 21	EXAM 1		
Feb 23	Branding/Positioning, Product	Lee & Kotler Chapter 9, 10	<b>Worksheet 5 DUE</b>
<b>Week 9</b>			
Feb 28	Price & Place	Lee & Kotler Chapter 11, 12	
Mar 2	Case Study Day “Socialism Meets Social Marketing ...in the Former Soviet Republic of Kazakhstan”	Cheng et al. Chapter 11	<b>Worksheet 6 DUE Case Study DQs (due night before)</b>
<b>Week 10</b>			
Mar 7	<b>SPRING BREAK</b>		
Mar 9			
<b>Week 11</b>			
Mar 14	Promotion (Message Design)	Lee & Kotler Chapter 13	
Mar 16	Case Study Day “Choose Health in Food Vending Machine”	Lee & Kotler Chapter 7	

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>DUE DATES</b>
<b>Week 12</b>			
Mar 21	Promotion (Selecting Communication Channel)	Lee & Kotler Chapter 14	
Mar 23	Case Study: Safe water saves life”	Cheng et al., Chapter 10	<b>Worksheet 7 DUE</b>
<b>Week 13</b>			
Mar 28	Monitoring & Evaluation	Lee & Kotler Chapter 15	
Mar 30	Workshop (Groups meet on their own)	Workshop	<b>Worksheet 8 DUE Extra Credit Participation Due</b>
<b>PART IV</b>	<b>MANAGING SOCIAL MARKETING PROGRAMS</b>		
<b>Week 14</b>			
Apr 4	Budget & Funding Plans	Lee & Kotler Chapter 16	
Apr 6	Implementation & Sustainability	Lee & Kotler Chapter	<b>Worksheet 9 DUE</b>
<b>Week 15</b>			
Apr 11	Workshop		
Apr 13	Workshop		<b>Worksheet 10 DUE</b>
<b>Week 16</b>			
Apr 18	Presentations	Presentations	<b>All Groups Presentation</b>
Apr 20	Exam Review	Exam Preparation	<b>SMP Project Paper DUE</b>
<b>Exam Week</b>			
Apr 25	EXAM 2		<b>EXAM 2</b>

## ADDITIONAL UNIVERSITY REOURCES

### Health & Safety

*Health and Wellness U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 3921575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### Academic

E-learning tech support: 352-392-4357; [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union: 392-1601.

Career assistance & counseling: <http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>.

Teaching Center, Broward Hall: 392-2010 or 392-6420.

General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) On-Line

Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

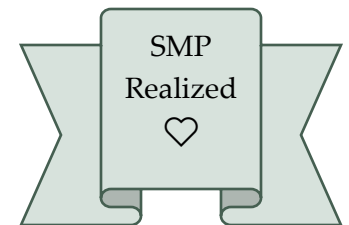
## COVID19

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health

Screen, Test & Protect website for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.



## MTINDO

Mtindo is a Swahili word that means both *'fashion'* and *'movement'*.

Here at Mtindo in Uganda, we're doing fashion differently. We're working towards a fashion industry that is **empowering for both those who make and wear clothing.**

Mtindo is the brainchild of Morgan, a CJC alumni. Did you know where this idea of sustainable fashion had sprung in Morgan's mind? It was this very course you signed up for!



Morgan Ginn and Susan Namirimu