

## PUR 4443-MMC 6936 Global Social Change Communications

**Academic Term: Spring 2023**  
**3 Credit Hours**

### **Instructor**

Name: Angela Bradbery

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Office Phone Number and Times: (352) 294-2013. I'm in the office Monday-Thursday. You also may contact me via cell, (202) 669-6517.

Office Hours: 2-4 p.m. Wednesdays or by appointment. 3200B Weimer Hall (in the Center for Public Interest Communications).

### **Teaching Assistant**

- N/A

## Course Description and Prerequisites

What does it take for a social change movement to succeed? How do public interest organizations effect positive social change throughout the world? In this course, not only will we delve into theories of change, but we also will analyze real-world change movements and campaigns through the perspective of a communicator. How is communications used to build successful social change movements? We'll explore what constitutes success in social movements, the pros and cons of leaderless movements, the role of culture in movements and the importance of identifying whose voices are missing from conversations around critical issues. By the end of the course, students will have the tools and knowledge they need to advance social issues they care about.

### **Course Prerequisites / Co-Requisites**

None.

## Course Delivery Mode and Time Commitment

The class meets in person in Weimer 1078 at 10:40 a.m.-12:35 p.m. Mondays and 11:45 a.m.-12:35 p.m. Wednesdays

### **Time Commitment**

Expect to spend between five and 10 hours per week, attending class, reading, and working on assignments and projects.

## Course-Level Objectives

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

- 1) Describe highlights of major global social change movements, including how they began, how they developed, the challenges they faced and what made them effective.
- 2) Explain the roles of nongovernmental organizations, charities, foundations, aid organizations and other entities in effecting positive social change around the world.
- 3) Determine whose voices have been omitted from past and present movements.
- 4) Apply key theories of change, as well as concepts about how ideas catch and spread, to social change campaigns.
- 5) Explain the benefits and limitations of digital media in social movement building and organization-led social change campaigns, and apply that knowledge to ongoing campaigns.
- 6) Tailor communications campaigns for specific countries.
- 7) Develop the building blocks of a strategic plan for a social change campaign in a country of your choosing.

## Textbooks and Materials

### Book chapters and articles:

Tufekci, Z. (2017). *Twitter and Tear Gas; The Power and Fragility of Networked Protest*. Yale University Press. **(Available through Course Reserves on Canvas.)**

Centola, D. (2021). *Change: How to Make Big Things Happen*. Little, Brown Spark. **(Available through Course Reserves on Canvas.)**

Stanford University, The Martin Luther King Jr. Research and Education Institute. *Montgomery Bus Boycott*. (n.d.). [kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott](http://kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott)

Chappell, B. (Oct. 20, 2011). *Occupy Wall Street: From A Blog Post To A Movement*. NPR. <https://www.npr.org/2011/10/20/141530025/occupy-wall-street-from-a-blog-post-to-a-movement>

Schneider, N. (Oct. 12, 2011). *From Occupy Wall Street to Occupy Everywhere*. The Nation. <https://www.thenation.com/article/archive/occupy-wall-street-occupy-everywhere/>

Editors. (Jan. 17, 2020). *Arab Spring*. History.com. <https://www.history.com/topics/middle-east/arab-spring>

NPR Staff, *The Arab Spring: A Year of Revolution*. (Dec. 17, 2011). NPR. <https://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>

Harlan, J., Chambers, V. & Schuessler, J. (Aug. 20, 2020). *Suffrage at 100; a Visual History*. New York Times. <https://www.nytimes.com/interactive/2020/08/17/us/suffrage-movement-photos-history.html?searchResultPosition=3>

Christiano, A. and Neimand, A. (2018). *The science of what makes people care*. Stanford Social Innovation Review. [https://ssir.org/articles/entry/the\\_science\\_of\\_what\\_makes\\_people\\_care](https://ssir.org/articles/entry/the_science_of_what_makes_people_care)

Christiano, A. and Neimand, A. (2017). *Stop raising awareness already*. Stanford Social Innovation Review. [https://ssir.org/articles/entry/stop\\_raising\\_awareness\\_already](https://ssir.org/articles/entry/stop_raising_awareness_already)

Christiano, A. and Neimand, A. (2017). *The back-of-the-envelope guide to communications Strategy*. Stanford Social Innovation Review. [https://ssir.org/articles/entry/the\\_back\\_of\\_the\\_envelope\\_guide\\_to\\_communications\\_strategy](https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy)

Shorters, T. (2019). "You can't lift people up by putting them down": How to talk about tough issues of race, poverty, and more. The Chronicle of Philanthropy. <https://www.philanthropy.com/article/You-Can-t-Lift-People-Up/246559>

Potter, W. (2020, Aug. 6). The health care scare: I sold Americans a lie about Canadian medicine. Now we're paying the price." The Washington Post. <https://www.washingtonpost.com/outlook/2020/08/06/health-insurance-canada-lie/?arc404=true>

Cottle, M. (2018). How Parkland students changed the gun debate." The Atlantic. <https://www.theatlantic.com/politics/archive/2018/02/parkland-students-power/554399/>

Kristof, Nicholas. "Nicholas Kristof's Advice for Saving the World." Outside. Nov. 30, 2009. <https://www.outsideonline.com/1909636/nicholas-kristofs-advice-saving-world>

Neimand, Annie. "How to Tell Stories About Complex Issues." Stanford Social Innovation Review. May 7, 2018. [https://ssir.org/articles/entry/how\\_to\\_tell\\_stories\\_about\\_complex\\_issues](https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues)

Wen, W. And Shammas, B. (2020, Dec. 21). Why Americans are numb to the staggering coronavirus death toll. The Washington Post. <https://www.washingtonpost.com/health/2020/12/21/covid-why-we-ignore-deaths/>

### **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**

Readings in Course Reserves are listed above.

### **Select International News Sources**

[Associated Press](#)

[Reuters](#)

[BBC](#)

[The New York Times](#) (free to UF students. See below for access instructions.)

[The Wall Street Journal](#) (available to UF students through the library)

[Democracy Now!](#)

[The World - PRI](#)

The New York Times. To subscribe to *The New York Times*, follow the instructions below:

1. Go to <https://my.ufl.edu/ps/signon.html>
2. After signing in, select the Navigation Bar in the upper right corner (three stacked horizontal lines)
3. Select "Main Menu"
4. Select "Quick Links"
5. Select "NY Times"

6. Select “Subscribe Now” and follow subscription instructions.
7. Verify email address
8. Access NY Times

## Minimum Technology Requirements and 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 to receive an extension.

## Course Grading Policies

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

#### GRADING CRITERION

Because you will learn more by discussing answers to questions rather than listening to a lecture, participating in class will be key to your learning. For that reason, class participation will constitute a significant portion of your grade. Likewise, written analyses will be critical to your learning, so they will be heavily weighted as well. The final project – a paper and presentation about a real-world campaign or movement – will provide a chance for you to put together all that you have learned in class. For more information, please see the university's policy on [grades and grading](#).

#### **Class participation (30%)**

Participating in class is an important part of you learning. You will be assessed based on your contributions to class discussions and in-class activities.

#### **Writing assignments (25%)**

You will have outside writing assignments, not including your draft final plan and final plan. These will involve you applying concepts we learn in class to the campaign or movement on which you are focusing this semester.

#### **Final project (30%)**

The final project is the culmination of a semester's worth of work. The goal is for you to apply the concepts you learned to the campaign or movement that you selected at the beginning of the semester. In this final project, you will craft the key elements of a strategic plan to bring a specific positive social change to one country. Your plan should reflect not only what is being done now, but what you think should be done and why. It's fine to disagree with the approach being taken now and to offer a different approach.

### Final presentation (15%)

You will present highlights of your final project to the class in a slide presentation.

Your grade will be calculated based on the following:

Assignments/Assessments	Points	Weight (%)
<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> <ul style="list-style-type: none"> <li>• Worth up to 3 points each.</li> </ul>	90	30%
<b>Written Assignments</b> <ul style="list-style-type: none"> <li>• Worth between 5 and 10 points each.</li> </ul>	70	25%
<b>1 Final Presentation</b> <ul style="list-style-type: none"> <li>• Worth 50 points.</li> </ul>	50	15%
<b>1 Final Project</b> <ul style="list-style-type: none"> <li>• Worth 50 points.</li> </ul>	50	30%
<b>TOTAL</b>	<b>260</b>	<b>100%</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.

### GRADUATE STUDENT EXPECTATIONS AND WORK

This class is an undergraduate class, but graduate students who take it will be expected to produce a more advanced and more deeply researched final project that includes at least three interviews with organization or movement leaders. Other information that should be part of the plan includes such things as audience opinion data (from publicly available sources), information from primary sources about the culture of the country selected, research about the stances of potential messengers and more. Students may also choose to create content for the campaign, such as visuals, videos or social media content.

### DEADLINE POLICY

Communications work is deadline oriented. Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with a [University-excused absence](#), a medical emergency (you must have a doctor's note) or other genuine, documented emergencies. Please notify me as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

## CLASS LOGISTICS

- **Attendance**

Attendance is important, as class participation is a key part of your learning and will factor into your grade. To get the most out of the class, you must be present and participate in discussions and class activities. Being present doesn't simply mean you're in the room; it also means you're attentive and not texting, checking email, doing other work or using social media during class. You are responsible for notifying the professor in advance of the cause of your absence and, if it is due to illness, providing a note from your medical provider. **Excessive absences will harm your grade.** If you do miss class, it is your responsibility to make up lost work, get notes from another student or otherwise ensure that you have caught up on what you missed. That said, I recognize that things crop up and that students may have to miss a class during the semester due to circumstances beyond their control. For that reason, at the end of the semester, I will drop everyone's lowest participation grade.

- **Course professionalism**

Please be on time to class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

- **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/>.

- **Expectations for Writing Assignments: Writing Style**

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 when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing and references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

## 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: Jenna Gonzalez, [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.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](#).

## Mutual Pledge and Diversity Statement

### Mutual pledge

Mutual pledge

As your instructor, I pledge to open a window for you into the world of public interest communications and guide you in your journey of learning not only strategic communications tools but also the critical thinking skills necessary to being a successful public interest communicator. I will show you how you can effect positive social change with public interest communications and the career opportunities available.

In turn, you must do the work necessary to help me teach you. That means keeping up with the area of focus you choose for the semester, completing the weekly writing assignments, being prepared for class, participating in class discussions, keeping up with assigned reading and putting time and thought into your work.

### About inclusion and diversity of voices

Some of the topics we will cover in this class may be difficult and uncomfortable. While I expect rigorous discussion and even disagreement during our class discussions, I ask that you engage in discussion with care and empathy for the other students in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. I aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, I recognize the materials may have limitations and encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone)



that makes you uncomfortable, please talk to me about it. (Anonymous feedback is an option as well). If any class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Note: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

## Communication Policy

### EXPECTATIONS FOR STUDENTS

#### Announcements

Please log in to Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address.

#### Email

You are responsible for reading all your course email and responding in a timely manner (within 24 hours).

#### Course-Related Questions

Please email your instructor with any questions about the course.

### INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK

**Office hours:** 2-4 p.m. Wednesdays or by appointment, 3200B Weimer Hall (in the Center for Public Interest Communications). I'm also available by email or phone at [abradbery@jou.ufl.edu](mailto:abradbery@jou.ufl.edu) or w. (352) 294-2013, c. (202) 669-6517. Please allow at least 24 hours for a response during the week and 48 hours on weekends and holidays.

#### 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.

#### 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.

#### 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](#).

## Course Schedule

*Note: This schedule may change as the semester progresses to reflect the progress and needs of the class.*

### **Week 1 (Jan. 9 and 11): Welcome! An introduction to the course.**

This week, we’ll get an overview of the course and introduce ourselves. We’ll also begin discussing current social change movements.

### **Week 2 (Jan. 18 ONLY [No class on MLK Day]): Choose your project.**

We’ll discuss the parameters of your final project.

### **Week 3 (Jan. 23 and 25): Behind the scenes of major social change movements.**

Major change-making movements seem to appear out of nowhere, but most are the result of years of careful organizing and planning. This week, we’ll explore all that goes into building a successful movement and the role of communications in making those movements successful.

### **Week 4 (Jan. 30 and Feb. 1): Culture makes all the difference.**

We’ll explore how countries’ cultures factor into campaigns and communications around those campaigns.

### **Week 5 (Feb. 6 and Feb. 8): Whose voices are heard? Whose voices are left out?**

We’ll learn more about the structures and missions of nongovernmental organizations, charities and foundations, and examine why their level of activity varies from country to country. We’ll also examine whose voices are omitted from global social change campaigns and why.

### **Week 6 (Feb. 13 and 15): Who has the power? How does change happen? Part 1.**

This week, we’ll delve into theories of change, exploring the concept of three key organizing capacities that provide social movements with the power to influence decisionmakers.

### **Week 7 (Feb. 20 and 22): Who has the power? How does change happen? Part 2.**

How does change happen? We'll continue delving into theories of change, with a focus on the six spheres of influence that are key to gaining power and effecting change.

**Week 8 (Feb. 27 and March 1): Who has the power? How does change happen? Part 3.**

How do ideas catch and spread? Sociologists have studied this extensively. This week, we'll explore their theories and apply them to social movements and campaigns.

**Week 9 (March 6 and 8): How do you make people care about big problems?**

Why is it so difficult to get people to care about big problems that affect millions of people? What can communicators do to make people care?

**(March 13 and 15): SPRING BREAK.**

**Week 10 (March 20 and 22): I have a Twitter account. Can I start a revolution? Part 1.**

Digital media proved powerful for the Arab Spring movement, the activists in Gezi Park (Turkey) and the Occupy Wall Street movement. Digital media also has been a vital tool for nonprofits worldwide. But is it enough alone to sustain a movement and lead to change? This week, we'll dive into the benefits and limitations of digital media in social movement building and in organization-led social change campaigns.

**Week 11 (March 27 and 29): I have a Twitter account. Can I start a revolution? Part 2.**

This week, we'll explore how key social media platforms are used, by whom and in which parts of the world. We'll also learn the basics of how to identify groups we need to reach and effective messengers and use digital media to advance social change campaigns.

**Week 12 (April 3 and 5): We've got this! What could possibly go wrong?**

Obstacles abound in any effort to effect positive social change: corrupt and/or authoritarian governments, excessive corporate power, disinformation campaigns, censorship and more. What are the hurdles and how do change agents overcome them?

**Week 13 (April 10 and 12): And now, we are pleased to present ...**

Presenting information skillfully to a group takes practice. This week, we'll work on presentation skills in advance of your final class presentations. I'll also meet with students to discuss their projects.

**Week 14 (April 17 and 19): Final project presentations.**

Students present their final projects to the class.

**Week 15 (April 24 and 26 [LAST DAY OF CLASSES]): Final project presentations.**

Students present their final projects to the class.

## 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.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

### **Attendance**

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!

The Student Honor Code and Student Conduct Code states that "A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

Submitting materials from any source without proper attribution.

Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

### **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.

## **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

- [OneStop Enrollment Services Center](#): Seamless centralized services for financial aid, bursar, admissions, and the registrar. Telephone: 352-392-2244 or 833-UF1-STOP , In-person service: On campus in Criser Hall, Ground Floor Lobby, Hours: Monday through Friday, 8:30 a.m. to 4:30 p.m.
- [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.**