

# Special Topics in Mass Communication: Media Psychology

MMC 6936-14E5

Online at <https://ufl.instructure.com/courses/473946>

Thursdays 12:50-3:50pm in Weimer 1098

Spring 2023

## Instructor

[Dr. Benjamin Johnson](#)

[benjaminkjohnson@ufl.edu](mailto:benjaminkjohnson@ufl.edu)

Phone: (352) 273-2183

Office: Weimer 2066B

Office Hours: Mondays 11:30am-12:30pm and Tuesdays 11:30am-12:30pm

## Required Text

APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

## Reading Requirements

The best predictor of success in this course is how much time you spend reading assigned materials. The course is designed so that discussions and assignments draw from the concepts and practices introduced, explained, and exemplified in the readings. Before each weekly class meeting, you are expected to read multiple journal articles. Readings will be made available on Canvas; you will need to use the university VPN (<https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>) to access many of the articles. You will be required to carefully apply the APA style guide in your written assignments.

## Course Learning Objectives

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

- Identify and explain key topics of interest, theoretical paradigms, and methodological techniques used in the subfield of media psychology.
- Demonstrate an understanding of the state of the media psychology literature, including recent theoretical and empirical developments and trends.
- Differentiate media psychology from other subfields of social science, but also understand the extent of overlap and cross-pollination.
- Apply a media psychological perspective to socially relevant phenomena and new technologies.
- Write, design, and submit original research that employs open practices from psychology's credibility revolution.

## Grading Policy

A is  $\geq 93.4\%$

A- is  $\geq 90\%$  to  $< 93.4\%$

B+ is  $\geq 86.7\%$  to  $< 90\%$

B is  $\geq 83.4\%$  to  $< 86.7\%$

B- is  $\geq 80\%$  to  $< 83.4\%$   
 C+ is  $\geq 76.7\%$  to  $< 80\%$   
 C is  $\geq 73.4\%$  to  $< 76.7\%$   
 C- is  $\geq 70\%$  to  $< 73.4\%$   
 D+ is  $\geq 66.7\%$  to  $< 70\%$   
 D is  $\geq 63.4\%$  to  $< 66.7\%$   
 D- is  $\geq 60\%$  to  $< 63.4\%$   
 E is  $< 60\%$

More information on grades and grading policies can be found on the UF Grades and Grading Policies webpage (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

### Grade Composition

Assignment	Due Date	Percentage Points
Lead Class Discussion #1	As assigned	10
Lead Class Discussion #2	As assigned	10
Lead Class Discussion #3	As assigned	10
Participation	Weekly	10
Group Milestone: Lit Review	January 30	2
Group Milestone: Materials	February 6	2
Group Milestone: Method	February 13	2
Group Milestone: IRB Approval + Preregistration	February 20	2
Group Milestone: Data Collection	March 6	2
Group Milestone: Data Analysis	April 3	2
Group Milestone: Results	April 10	2
Group Milestone: Discussion	April 17	2
Group Milestone: Complete Paper	April 24	2
Submission of Group Paper	May 1	10
Individual Milestone: Topic	February 3	2
Individual Milestone: Lit Review	February 10	2
Individual Milestone: Hypotheses	February 17	2
Individual Milestone: Stimuli	February 24	2
Individual Milestone: Measures	March 3	2
Individual Milestone: Method	March 10	2
Individual Milestone: Full Draft + IRB Approval	March 31	2
Individual Milestone: Authorship and Funding	April 7	2
Individual Milestone: Peer Review	April 14	2
Individual Milestone: OSF Space	April 21	2
Individual Milestone: Revised Draft	April 28	2
Submission of Registered Report	May 5	10

*Note.* Assignments are due at noon on the listed day unless noted. Group and in-class assignments are due on Mondays; Individual assignments are due on Fridays.

### Schedule

Each week's articles should be read before class. Readings are accessible via Canvas.

*Week 1*

## Introductory Session (Jan. 12)

*Week 2*

## Credibility Revolution and Registered Reports (Jan. 19)

Vazire, S. (2018). Implications of the credibility revolution for productivity, creativity, and progress. *Perspectives on Psychological Science*, 13(4), 411-417.

<https://doi.org/10.1177/1745691617751884>

Chambers, C. D., & Tzavella, L. (2021). The past, present and future of Registered Reports. *Nature Human Behaviour*, 6, 29-42. <https://doi.org/10.1038/s41562-021-01193-7>

Soderberg, C. K., Errington, T. M., Schiavone, S. R., Bottesini, J., Thorn, F. S., Vazire, S., Esterling, K. M., & Nosek, B. A. (2021). Initial evidence of research quality of registered reports compared with the standard publishing model. *Nature Human Behaviour*, 5(8), 990-997. <https://doi.org/10.1038/s41562-021-01142-4>

*Week 3*

## Media Role Models (Jan. 26)

Aladé, F., Lauricella, A., Kumar, Y., & Wartella, E. (2021). Who's modeling STEM for kids? A character analysis of children's STEM-focused television in the US. *Journal of Children and Media*, 15(3), 338-357. <https://doi.org/10.1080/17482798.2020.1810087>

Prabhu, S., Hahn, L., Tamborini, R., & Grizzard, M. (2020). Do morals featured in media content correspond with moral intuitions in media users?: A test of the MIME in two cultures. *Journal of Broadcasting & Electronic Media*, 64(2), 255-276.

<https://doi.org/10.1080/08838151.2020.1757364>

Tukachinsky, R., Brogan-Freitas, E., & Urbanovich, T. (2019). Promoting support for public health policies through mediated contact: Can narrator perspective and self-disclosure curb in-group favoritism? *International Journal of Communication*, 13, article 42.

<https://ijoc.org/index.php/ijoc/article/view/12379>

Ferchaud, A., & Sanders, M. S. (2018). Seeing through the avatar's eyes: Effects of point-of-view and gender match on identification and enjoyment. *Imagination, Cognition, and Personality*, 38(2), 82-105. <https://doi.org/10.1177/0276236618761372>

*Week 4*

## Immersion Into Media Worlds (Feb. 2)

McGloin, R., & Embacher, K. (2018). "Just like riding a bike": A model matching approach to predicting the enjoyment of a cycling exergame experience. *Media Psychology*, 21(3), 486-505. <https://doi.org/10.1080/15213269.2017.1311269>

Bond, B. J. (2021). Social and parasocial relationships during COVID-19 social distancing. *Journal of Social and Personal Relationships*, 38(8), 2308-2329.

<https://doi.org/10.1177/02654075211019129>

Cohen, J., Tal-Or, N., & Mazor-Tregerman, M. (2015). The tempering effect of transportation: Exploring the effects of transportation and identification during exposure to controversial two-sided narratives. *Journal of Communication*, 65(2), 237-258.

<https://doi.org/10.1111/jcom.12144>

Chen, C., & Yao, M. Z. (2022). Strategic use of immersive media narrative message in virtual marketing: Understanding the roles of telepresence and transportation. *Psychology and Marketing*, 39(3), 524-542. <https://doi.org/10.1002/mar.21630>

#### Week 5

Media Enjoyment and Appreciation (Feb. 9)

Hall, A. E. (2015). Entertainment-oriented gratifications of sports media: Contributors to suspense, hedonic enjoyment, and appreciation. *Journal of Broadcasting & Electronic Media*, 59(2), 259-277. <https://doi.org/10.1080/08838151.2015.1029124>

Ji, Q., Janicke-Bowles, S. H., De Leeuw, R. N., & Oliver, M. B. (2021). The melody to inspiration: The effects of awe-eliciting music on approach motivation and positive well-being. *Media Psychology*, 24(3), 305-331. <https://doi.org/10.1080/15213269.2019.1693402>

Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. *New Media & Society*, 21(1), 97-118. <https://doi.org/10.1177/1461444818788323>

Wulf, T., Rieger, D., & Schmitt, J. B. (2018). Blissed by the past: Theorizing media-induced nostalgia as an audience response factor for entertainment and well-being. *Poetics*, 69, 70-80. <https://doi.org/10.1016/j.poetic.2018.04.001>

#### Week 6

#\$@\*%!: Mood and Emotion (Feb. 16)

Walter, N., Demetriades, S. Z., & Nabi, R. L. (2021). Seeing red through rose-colored glasses: Subjective hope as a moderator of the persuasive influence of anger. *Journal of Communication*, 71(1), 79-103. <https://doi.org/10.1093/joc/jqaa037>

Stevens, E. M., & Dillman Carpentier, F. R. (2017). Facing our feelings: How natural coping tendencies explain when hedonic motivation predicts media use. *Communication Research*, 44(1), 3-28. <https://doi.org/10.1177/0093650215587358>

Frison, E., & Eggermont, S. (2017). Browsing, posting, and liking on Instagram: The reciprocal relationships between different types of Instagram use and adolescents' depressed mood. *Cyberpsychology, Behavior, and Social Networking*, 20(10), 603-609. <https://doi.org/10.1089/cyber.2017.0156>

Van Koningsbruggen, G. M., Hartmann, T., Eden, A., & Veling, H. (2017). Spontaneous hedonic reactions to social media cues. *Cyberpsychology, Behavior, and Social Networking*, 20(5), 334-340. <https://doi.org/10.1089/cyber.2016.0530>

#### Week 7

Flourishing or Floundering: Media and Well-Being (Feb. 23)

Hall, J. (2017). The experience of mobile entrapment in daily life. *Journal of Media Psychology*, 29(3), 148-158. <https://doi.org/10.1027/1864-1105/a000228>

Janicke, S. H., Rieger, D., Reinecke, L., & Connor, W. (2018). Watching online videos at work: The role of positive and meaningful affect for recovery experiences and well-being at the workplace. *Mass Communication and Society*, 21(3), 345-367. <https://doi.org/10.1080/15205436.2017.1381264>

Wolfers, L. N., & Schneider, F. M. (2021). Using media for coping: A scoping review. *Communication Research*, 48(8), 1210-1234. <https://doi.org/10.1177/0093650220939778>

Valkenburg, P., Beyens, I., Pouwels, J. L., van Driel, I. I., & Keijsers, L. (2021). Social media use and adolescents' self-esteem: Heading for a person-specific media effects paradigm. *Journal of Communication*, 71(1), 56-78. <https://doi.org/10.1093/joc/jqaa039>

#### Week 8

TL;DR: Attention and Multitasking (March 2)

Jeong, S. H., & Hwang, Y. (2016). Media multitasking effects on cognitive vs. attitudinal outcomes: A meta-analysis. *Human Communication Research*, 42(4), 599-618. <https://doi.org/10.1111/hcre.12089>

Segijn, C. M., Xiong, S., & Duff, B. R. (2019). Manipulating and measuring media multitasking: Implications of previous research and guidelines for future research. *Communication Methods and Measures*, 13(2), 83-101. <https://doi.org/10.1080/19312458.2018.1555797>

Wiradhany, W., Baumgartner, S., & de Bruin, A. (2021). Exploitation-exploration model of media multitasking. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000303>

Zamanzadeh, N. N., & Rice, R. E. (2021). A theory of media multitasking intensity. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000316>

#### Week 9

Limited Capacity and Message Processing (March 9)

Fisher, J. T., Keene, J. R., Huskey, R., & Weber, R. (2018). The limited capacity model of motivated mediated message processing: Taking stock of the past. *Annals of the International Communication Association*, 42(4), 270-290. <https://doi.org/10.1080/23808985.2018.1534552>

Huskey, R., Wilcox, S., Clayton, R. B., & Keene, J. R. (2020). The limited capacity model of motivated mediated message processing: Meta-analytically summarizing two decades of research. *Annals of the International Communication Association*, 44(4), 322-349. <https://doi.org/10.1080/23808985.2020.1839939>

Lang, A. (2014). Dynamic human-centered communication systems theory. *The Information Society*, 30(1), 60-70. <https://doi.org/10.1080/01972243.2013.856364>

#### Week 10

No Class: Spring Break (March 16)

#### Week 11

Work Day: Johnson at American Academy of Advertising Conference (March 23)

#### Week 12

Pushing Buttons: Interactivity (March 30)

Bowman, N. D. (2018). The demanding nature of video game play. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 1-24). Routledge. <https://doi.org/10.4324/9781351235266-1>

Lou, C., Kang, H., & Tse, C. H. (2021). Bots vs. humans: How schema congruity, contingency-based interactivity, and sympathy influence consumer perceptions and patronage intentions. *International Journal of Advertising*, 41(4), 655-684. <https://doi.org/10.1080/02650487.2021.1951510>

Oh, J., Ahn, J., & Lim, H. S. (2019). Interactivity as a double-edged sword: Parsing out the effects of modality interactivity on anti-smoking message processing and persuasion. *Journalism & Mass Communication Quarterly*, 96(4), 1099-1119.

<https://doi.org/10.1177%2F1077699019835911>

Kruikemeier, S., Van Noort, G., & Vliegenthart, R. (2016). The effect of website interactivity on political involvement. *Journal of Media Psychology*, 28(3), 136-147.

<https://doi.org/10.1027/1864-1105/a000200>

### Week 13

#### Addiction and Problematic Use (April 6)

Bean, A. M., Nielsen, R. K., Van Rooij, A. J., & Ferguson, C. J. (2017). Video game addiction: The push to pathologize video games. *Professional Psychology: Research and Practice*, 48(5), 378-389. <https://doi.org/10.1037/pro0000150>

Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, 114, 106699.

<https://doi.org/10.1016/j.addbeh.2020.106699>

Cheng, C., Lau, Y. C., Chan, L., & Luk, J. W. (2021). Prevalence of social media addiction across 32 nations: Meta-analysis with subgroup analysis of classification schemes and cultural values. *Addictive Behaviors*, 117, 106845.

<https://doi.org/10.1016/j.addbeh.2021.106845>

Rubenking, B., & Bracken, C. C. (2018). Binge-watching: A suspenseful, emotional, habit. *Communication Research Reports*, 35(5), 381-391.

<https://doi.org/10.1080/08824096.2018.1525346>

### Week 14

#### Us and Them and Media: Social Identity (April 13)

Ward, L. M., & Grower, P. (2020). Media and the development of gender role stereotypes. *Annual Review of Developmental Psychology*, 2, 177-199.

<https://doi.org/10.1146/annurev-devpsych-051120-010630>

Sanders, M. S., & Banjo, O. (2021). The power of *Black Panther* to affect group perceptions: Examining the relationships between narrative engagement, narrative influence, and perceived vitality of African Americans. *Imagination, Cognition, and Personality*, 41(4), 439-459.

<https://doi.org/10.1177/02762366211063801>

Gim, H., Gahler, H., Harwood, J., & Paolini, S. (2023). Seeking others' sounds: Predictors of voluntary exposure to outgroup music. *Media Psychology*, 26(1), 54-71.

<https://doi.org/10.1080/15213269.2022.2097095>

Yang, J., Barnidge, M., & Rojas, H. (2017). The politics of "Unfriending": User filtration in response to political disagreement on social media. *Computers in Human Behavior*, 70, 22-29.

<https://doi.org/10.1016/j.chb.2016.12.079>

### Week 15

#### It's Been 84 Years: Media and Lifespan (April 20)

Bonus, J. A., & Mares, M. L. (2018). When the sun sings science, are children left in the dark? Representations of science in children's television and their effects on children's learning. *Human Communication Research*, 44(4), 449-472.

<https://doi.org/10.1093/hcr/hqy009>

Hofer, M., & Eden, A. (2020). Successful aging through television: Selective and compensatory television use and well-being. *Journal of Broadcasting & Electronic Media*, 64(2), 131-149. <https://doi.org/10.1080/08838151.2020.1721259>

Brashier, N. M., & Schacter, D. L. (2020). Aging in an era of fake news. *Current Directions in Psychological Science*, 29(3), 316-323. <https://doi.org/10.1177/0963721420915872>

*Week 16*

No Meeting: Reading Day (April 27)

*Finals Week*

Article Submissions Due (May 1 and 5)

### **Assignments**

*Participation (10%): Due each session.*

This course is designed to be an interactive, dynamic seminar. Your continuous participation is key to your success, and the success of your classmates, in this course. Students are expected to have engaged with the readings before class, and to engage in conversations during class time. These conversations will be prompted by the instructor and the assigned discussion leaders, but you are also strongly encouraged to bring your own topics for discussion: points in the readings that were unclear, points that were insightful, questions that arose, confirmatory and contradictory observations, and so on. You are also encouraged to see this course as a workshop for acquiring and refining perspectives and skills that directly benefit your own research program.

*Discussion leadership (30%): Three times during semester.*

Each student will lead discussion for three journal articles over the course of the semester. Each discussion leader will prepare a discussion guide for the points and questions they plan to cover during class. Articles will be chosen or assigned based on interest and distribution. Preparation and constructive management of the discussion are key to earning full points.

*Group paper (28%): Nine milestones and final submission on May 1.*

This is an advanced course, which requires “the completion of an original scholarly paper that advances knowledge in the field” (CJC Doctoral Handbook). Every student in the class will contribute to a collaborative empirical article that will be submitted to a journal at the end of the semester. Author order will be randomized, with the instructor listed last as senior author. The instructor will select the topic and journal, with input from the co-authors. Milestones are submitted on Canvas.

*Individual registered report (32%): Eleven milestones and final submission on May 5.*

This is an advanced course, which requires “the completion of an original scholarly paper that advances knowledge in the field” (CJC Doctoral Handbook). Each student will produce an original registered report (RR), an article format where peer review occurs both before and after data collection. A complete Stage 1 registered report (introduction, literature review, method, and open materials) must be submitted by the end of the semester to a journal that accepts the RR format. Lists are available at <https://bit.ly/3IVnQYh> and <https://www.cos.io/initiatives/registered-reports#tabid2>. In addition to proof of submission, the

student must submit their plan for data acquisition and authorship. Students may propose an RR that is sole-authored, co-authored with other students (but no overlap with other submissions in this course), co-authored with an advisor or other faculty mentor, or co-authored with the instructor. Milestones are submitted on Canvas, and will receive feedback.

### **Course Policies**

#### **COVID-19 Protection and Care**

Please follow all current university rules and guidance regarding health and safety. Please be considerate of your classmates as we continue to handle the pandemic. Masks are welcome.

#### **Attendance and Participation**

Regular, consistent participation is necessary for success in this course. If you need to step away from an activity or assignment for a period of time, let the instructor know via email as soon as possible. If you are sick, or need to quarantine following exposure to someone who is sick, stay home. Otherwise, we will do our best to maintain an in-person seminar format.

#### **Deadlines**

In principle, all deadlines in this course are final. Exceptions and extensions can be made, if notice is given in advance via a professionally-worded email. The instructor reserves the right to accept or reject requests for extensions. If an assignment receives a failing grade, the student may request a reevaluation via a professionally-worded email. However, be aware that this may lead to a higher, lower, or same, grade.

#### **Course Communication**

Course materials and updates will be posted regularly to Canvas. Course-related questions should be communicated via email to Dr. Johnson ([benjaminkjohnson@ufl.edu](mailto:benjaminkjohnson@ufl.edu)). I have a policy of responding within 24 hours (usually much sooner). I also encourage you to make good use of office hours and in-class discussion.

#### **Technology Requirements**

You are required to have access to a laptop or computer with reliable Internet access. You will need the UF VPN (<http://www.uflib.ufl.edu/login/vpn.html>) to access some library resources off-campus, which requires your GatorLink credentials (and two-factor authentication).

You will need access to a word processing program (Word or similar) and a statistics program of your choice (the instructor currently uses SPSS and Jamovi). UF provides access to virtual versions of Office and SPSS at UF Apps.

All students must have an up-to-date IRB training, and access to UF's myIRB system.

In the event of any technology failures (any of the above tools, or Canvas itself), please contact the instructor via email. In most cases, the problem may involve human error or system maintenance and can be resolved quickly with troubleshoot or patience. Please be proactive in contacting the instructor via email with any technological issues. In the event of persistent technological failure, the instructor reserves the right to specify alternate plans for access and delivery of the activity or assignment.



**Class Demeanor**

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in class, and conversations should be constructive and on-topic. If you experience frustration or conflict with a fellow classmate, please notify the instructor and I can help.

**Netiquette Communication Courtesy**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. For more information, refer to the Netiquette Guide for Online Courses (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>)

**UF Policies****Honor Code**

You are required to abide by the University of Florida Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a zero on the assignment. I take originality in writing and creative work very seriously, and expect you to fully understand what is considered plagiarism. For helpful information on original work, see:

<https://www.jou.ufl.edu/wp-content/uploads/2021/08/Plagiarism-Guideline-081321.pdf>

<https://guides.uflib.ufl.edu/copyright/plagiarism>

<http://oaa.osu.edu/assets/files/documents/hownottoplagiarize.pdf>

<https://plagiarism.iu.edu/index.html>

<https://plagiarism.arts.cornell.edu/tutorial/index.cfm>

I am always available to proactively discuss any uncertainties or ambiguities before you submit an assignment. Any alleged violations of the Student Honor Code will automatically result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at <http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**Accommodations**

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (<https://disability.ufl.edu/about/contact-us/>) at (352) 392-8565 by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

**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/>.

Please note (adapted from <https://doi.org/10.1371/journal.pone.0216241>): Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance).

### **Political Environment**

Please familiarize yourself with current legislation, proposed legislation, and legal proceedings that affect higher education in the state of Florida. You are likely impacted in your multiple roles as a student, a researcher, and an instructor. Examples include in-class recordings (<https://aa.ufl.edu/policies/in-class-recording/>) and HB 7 (<https://cdo.ufl.edu/hb-7/>).

## **Resources**

### **Health and Wellness**

*U Matter, We Care* (<https://umatter.ufl.edu/>) If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 294-2273 so that a team member can reach out to the student.

*Counseling and Wellness Center* (<http://www.counseling.ufl.edu/>) If you would benefit from talking to someone or getting resources to cope with stress or any other thoughts and feelings, please call (352) 392-1575 or visit <https://counseling.ufl.edu/about/location-hours-contact/>.

*Title IX* (<https://titleix.ufl.edu/>) To report sexual assault, harassment, or discrimination, please contact the Title IX office via their website, [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu), or (352) 275-1242.

*Student Health Care Center* (<https://shcc.ufl.edu/>) Please visit the website or call (352) 392-1161 for 24/7 information to help you find the care you need.

*GatorWell Health Promotion Services* (<https://gatorwell.ufsa.ufl.edu/>): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450

### **Academic Resources**

*E-learning Technical Support* (<https://elearning.ufl.edu/keep-learning/>) For help with Canvas and other technologies for this course, contact [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or (352) 392-4357 (select option 2).

*Career Connections Center* (<http://www.crc.ufl.edu/>) For career assistance and counseling, contact [UFCareerCenter@ufsa.ufl.edu](mailto:UFCareerCenter@ufsa.ufl.edu) or (352) 392-1601; Located in Reitz Union suite 1300.

*Ask-A-Librarian* (<https://uflib.ufl.edu/find/ask/>) This site provides multiple ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center* (<https://teachingcenter.ufl.edu/>) This office helps with tutoring, study groups, and general study skills. Visit the website or call (352) 392-2010.

*Writing Studio* (<http://writing.ufl.edu/writing-studio/>) This office helps with brainstorming, formatting, and writing papers. Visit the website to make an appointment, or call (352) 846-1138.

*UF Online/Internet Privacy Statement* (<https://privacy.ufl.edu/privacy-policies-and-procedures/onlineinternet-privacy-statement/>) UF's statement about privacy and data security.

### **Disclaimer**

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.