

# Research Methods in Mass Communication

MMC 6421-13HD (15295)

Wednesdays 12:50pm to 3:50pm in Weil 0273

and online at <https://ufl.instructure.com/courses/504105>

Spring 2024

## Instructor

Dr. Benjamin Johnson

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

<https://www.jou.ufl.edu/staff/benjamin-johnson/> (352) 273-2183

Office Hours: Mondays and Tuesdays 1:00-2:00pm in Weimer 3210

## Course Description

MMC 6421 provides an overview of common mass communication research methods. Both qualitative and quantitative research methods, including in-depth interviews, focus groups, content analyses, surveys, and experiments will be discussed. In addition, students will be introduced to statistical software used to analyze data.

## 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, assignments, and quizzes draw from the concepts introduced, explained, and exemplified in the readings. Before each weekly class meeting, you are expected to read one book chapter and two to four exemplary journal articles. Readings will be made available on Canvas throughout the course; you will need to use the university VPN (<https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>) to access many of the journal articles.

## Course Learning Objectives

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

- Demonstrate the application of quantitative and qualitative research methods in mass communication contexts.
- Understand and effectively utilize key methodological terms, concepts, and operations, such as research design, sampling procedures, measurement, reliability, and validity.
- Apply ethical principles in research involving human participants and reporting of findings.
- Design, conduct, articulate, interpret, and effectively report research.

## 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
Class Participation (Canvas)	Weekly by M @ 23:59	10
Class Participation (Classroom)	Weekly during W class	10
Leading Class Discussion	Three times, as assigned	10
Quiz 1	February 7 at start of class	3
Quiz 2	February 28 at start of class	3
Quiz 3	March 27 at start of class	3
Quiz 4	April 17 at start of class	3
IRB Certification	January 31	5
SPSS Analysis	March 20	5
Mini Content Analysis (Group)	April 3	5
Peer Review	April 24 at start of class	5
Project Milestone: Literature Review	February 2	3
Project Milestone: Hypotheses/RQs	February 16	3
Project Milestone: Method Overview	February 23	3
Project Milestone: Participants/Sample	March 1	3
Project Milestone: Procedure	March 8	3
Project Milestone: Materials/Measures	March 22	3
Project Milestone: Analysis Plan	March 29	3
Project Milestone: Complete Draft	April 5	7
Final Project Proposal	May 3	10

*Note.* Assignments are due at midnight on the listed day unless noted. Regular assignments are due on Wednesdays; Milestones are due on Fridays.

## Schedule

Required weekly readings should be completed in advance of each class session. Supplemental readings will be available on Canvas.

### Week 1

Introduction to Methods (January 10)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Introduction (pp. xvii-xxii).
- Rains, S. A., Keating, D. M., Banas, J. A., Richards, A., & Palomares, N. A. (2020). The state and evolution of communication research: A topic modeling analysis of 20,000 journal article abstracts from 1918-2015. *Computational Communication Research*, 2(2), 203-234. Retrieved from <https://computationalcommunication.org/ccr/article/view/39>
- Song, H., Eberl, J.-M., & Eisele, O. (2020). Less fragmented than we thought? Toward clarification of a subdisciplinary linkage in communication science, 2010-2019. *Journal of Communication*, 70(3), 310-334. <https://doi.org/10.1093/joc/jqaa009>

### Week 2

Literature Review Work Day (January 17)

### Week 3

Paradigms and Traditions in Communication Research (January 24)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 2: Paper elements and format (pp. 29-70).
- Ramasubramanian, S., & Banjo, O. O. (2021). Critical media effects framework: Bridging critical cultural communication and media effects through power, intersectionality, context, and agency. *Journal of Communication*, 70(3), 379-400. <https://doi.org/10.1093/joc/jqaa014>
- Bowman, N. D., Rinke, E. M., Lee, E.-J., Nabi, R., & de Vreese, C. H. (2022). How communication scholars see open scholarship. *Annals of the International Communication Association*, 46(3), 205-230. <https://doi.org/10.1080/23808985.2022.2108880>
- Hubner, A., McKnight, J., Sweitzer, M., & Bond, R. (2021). Down to a r/science: Integrating computational approaches to the study of credibility on Reddit. *Computational Communication Research*, 3(1), 91-15. Retrieved from <https://computationalcommunication.org/ccr/article/view/33>

### Week 4

Ethics (January 31)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 1: Scholarly writing and publishing principles (pp. 3-28).
- franzke, a. s., Bechmann, A., Zimmer, M., Ess, C. M., & The Association of Internet Researchers. (2020). *Internet research: Ethical guidelines 3.0*. Retrieved from <https://aoir.org/reports/ethics3.pdf>
- Metcalf, J., & Crawford, K. (2016). Where are the human subjects in Big Data research? The emerging ethics divide. *Big Data & Society*, 3(1), article 11. <https://doi.org/10.1177/2053951716650211>

- Lewis, N. A., Jr. (2020). Open communication science: A primer on why and some recommendations for how. *Communication Methods and Measures*, 14(2), 71-82. <https://doi.org/10.1080/19312458.2019.1685660>

### Week 5

#### Writing About Methods (February 7)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 4: Writing style and grammar (pp. 111-130).
- DeAndrea, D. C., & Holbert, R. L. (2017). Increasing clarity where it is needed most: Articulating and evaluating theoretical contributions. *Annals of the International Communication Association*, 41(2), 168-180. <https://doi.org/10.1080/23808985.2017.1304163>
- Gernsbacher, M. A. (2018). Writing empirical articles: Transparency, reproducibility, clarity, and memorability. *Advances in Methods and Practices in Psychological Science*, 1(3), 403-414. <https://doi.org/10.1177/2515245918754485>
- Tracy, S. J. (2012). The toxic and mythical combination of a deductive writing logic for inductive qualitative research. *Qualitative Communication Research*, 1(1), 109-141. <https://doi.org/10.1525/qcr.2012.1.1.109>

### Week 6

#### Conceptualization (February 14)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 3: Journal article reporting standards (pp. 71-110).
- Evans, S. K., Pearce, K. E., Vitak, J., & Treem, J. W. (2017). Explicating affordances: A conceptual framework for understanding affordances in communication research. *Journal of Computer-Mediated Communication*, 22(1), 35-55. <https://doi.org/10.1111/jcc4.12180>
- Davidson, B. I., Shaw, H., & Ellis, D. A. (2022). Fuzzy constructs in technology usage scales. *Computers in Human Behavior*, 133, article 107206. <https://doi.org/10.1016/j.chb.2022.107206>
- Satchell, L. P., Fido, D., Harper, C. A., Shaw, H., Davidson, B. I., Ellis, D. A., Hart, C. M., Jalil, R. Jones Bartoli, A., Kaye, L. K., Lancaster, G. L. J., & Pavetich, M. (2021). Development of an Offline-Friend Addiction Questionnaire (O-FAQ): Are most people really social addicts? *Behavior Research Methods*, 53, 1097-1106. <https://doi.org/10.3758/s13428-020-01462-9>

### Week 7

#### Measurement and Observation (February 21)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 6: Mechanics of style (pp. 153-194).
- Carpenter, S. (2018). Ten steps in scale development and reporting: A guide for researchers. *Communication Methods & Measures*, 12(1), 25-44. <https://doi.org/10.1080/19312458.2017.1396583>
- Drake, A. P., Masur, P. K., Bazarova, N. N., Zou, W., & Whitlock, J. (2023). The youth social media literacy inventory: Development and validation using item response theory in the U.S. *Journal of Children and Media*, 17(4), 467-487. <https://doi.org/10.1080/17482798.2023.2230493>

- Dutta, M. J., Kaur, S., & Elers, P. (2020). Validity in interpretive methods: Frameworks and innovations. *Annals of the International Communication Association*, 44(3), 185-200. <https://www.tandfonline.com/doi/full/10.1080/23808985.2020.1792795>
- Violanti, M. T. (2020) A seat at the table: Addressing validity from critical perspective. *Annals of the International Communication Association*, 44(3), 248-257. <https://www.tandfonline.com/doi/full/10.1080/23808985.2020.1792794>

### Week 8

#### Sampling and Generalization (February 28)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 5: Bias-free language guidelines (pp. 131-152).
- McEwan, B. (2020). Sampling and validity. *Annals of the International Communication Association*, 44(3), 235-247 <https://doi.org/10.1080/23808985.2020.1792793>
- Erba, J., Ternes, B., Bobkowski, P., Logan, T., & Liu, Y. (2018). Sampling methods and sample populations in quantitative mass communication research studies: A 15-year census of six journals. *Communication Research Reports*, 35(1), 42-47. <https://doi.org/10.1080/08824096.2017.1362632>
- Lakens, D. (2021). Sample size justification. *Collabra: Psychology*, 8(1), article 33267. <https://doi.org/10.1525/collabra.33267>

### Week 9

#### Surveys (March 6)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 7: Tables and figures (pp. 195-252).
- Beyens, I., Piotrowski, J. T., & Valkenburg, P. M. (2020). Which came first? Assessing transactional relationships between children's violent media use and ADHD-related behaviors. *Communication Research*, 47(8), 1228-1245. <https://doi.org/10.1177/0093650218782300>
- Song, H., & Cho, J. (2021). Assessing (in)accuracy and biases in self-reported measures of exposure to disagreement: Evidence from linkage analysis using digital trace data. *Communication Methods and Measures*, 15(3), 190-210. <https://doi.org/10.1080/19312458.2021.1935824>
- Wonneberger, A., & Irazoqui, M. (2017). Explaining response errors of self-reported frequency and duration of TV exposure through individual and contextual factors. *Journalism & Mass Communication Quarterly*, 94(1), 259-281. <https://doi.org/10.1177/1077699016629372>

### Week 10: Spring Break

No Class

### Week 11

#### Experiments (March 20)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 8: Works credited in the text (pp. 253-280).

- Thorson, E., Wicks, R., & Leshner, G. (2012). Experimental methodology in journalism and mass communication research. *Journalism & Mass Communication Quarterly*, 89(1), 112-124. <https://doi.org/10.1177/1077699011430066>
- Dillard, J. P., & Li, S. S. (2020). How scary are threat appeals? Evaluating the intensity of fear in experimental research. *Human Communication Research*, 46(1), 1-24. <https://doi.org/10.1093/hcr/hqz008>
- Broockman, D. E., & Kalla, J. L. (2022). The impacts of selective partisan media exposure: A field experiment with Fox News viewers. *OSF Preprints*. <https://doi.org/10.31219/osf.io/jrw26>

### Week 12

#### Interviews and Focus Groups (March 27)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 9: Reference list (pp. 281-312).
- Jensen, R. E., Christy, K., Gettings, P. E., & Lareau, L. (2013). Interview and focus group research: A content analysis of scholarship published in ranked journals. *Communication Methods and Measures*, 7(2), 126-133. <https://doi.org/10.1080/19312458.2013.789838>
- Wagner, M. C., & Kraidy M. M. (2023). Watching Turkish television dramas in Argentina: Entangled proximities and resigned agency in global media flows. *Journal of Communication*, 73(4), 304-315. <https://doi.org/10.1093/joc/jqad001>
- Goulding, C. (2017). Navigating the complexities of grounded theory research in advertising. *Journal of Advertising*, 46(1), 61-70. <https://doi.org/10.1080/00913367.2017.1281775>

### Week 13

#### Content Analyses and Digital Ethnography (April 3)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 10: Reference examples (pp. 313-354).
- Thach, H., Mayworm, S., Delmonaco, D., & Haimson, O. (2022). (In)visible moderation: A digital ethnography of marginalized users and content moderation on Twitch and Reddit. *New Media & Society*. Advance online publication. <https://doi.org/10.1177/14614448221109804>
- Wang, B., Luo, L., & Wang, X. (2023). “Back to the living room era”: Smart speaker usage and family democracy from the family dynamic perspective. *New Media & Society*. Advance online publication. <https://doi.org/10.1177/14614448231155624>
- McClaran, N., & Rhodes, N. (2021). Portrayals of vaccination in entertainment television: A content analysis. *Health Communication*, 36(10), 1242-1251. <https://doi.org/10.1080/10410236.2020.1749356>
- Araujo, T., Lock, I., & van de Velde, B. (2020). Automated visual content analysis (AVCA) in communication research: A protocol for large scale image classification with pre-trained computer vision models. *Communication Methods and Measures*, 14(4), 239-265. <https://doi.org/10.1080/19312458.2020.1810648>

### Week 14

#### Data Analysis (April 10)

- Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis* (3rd ed.). Chapter 2: Fundamentals of linear regression. Available online at <https://ebookcentral.proquest.com/lib/ufl/reader.action?docID=6809031&ppg=52>
- Rohrer, J. M., Hünermund, P., Arslan, R. C., & Elson, M. (2022). That's a lot to process! Pitfalls of popular path models. *Advances in Methods and Practices in Psychological Science*, 5(2), 1-14. <https://doi.org/10.1177/25152459221095827>
- Wysocki, A. C., Lawson, K. M., & Rhemtulla, M. (2022). Statistical control requires causal justification. *Advances in Methods and Practices in Psychological Science*, 5(2), 1-19. <https://doi.org/10.1177/25152459221095823>
- O'Keefe, D. J. (2017). Misunderstandings of effect sizes in message effects research. *Communication Methods and Measures*, 11(3), 210-219. <https://doi.org/10.1080/19312458.2017.1343812>

### Week 15

#### Reporting Results (April 17)

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Chapter 12: Publication process (pp. 371-395).
- Holbert, R. L., & Park, E. (2020). Conceptualizing, organizing, and positing moderation in communication research. *Communication Theory*, 30(3), 227-246. <https://doi.org/10.1093/ct/qtz006>
- Song, H., Markowitz, D. M., & Taylor, S. H. (2022). Trusting on the shoulders of open giants? Open science increases trust in science for the public and academics. *Journal of Communication*, 72(4), 497-510. <https://doi.org/10.1093/joc/jqac017>
- Logan, N. (2016). The Starbucks Race Together Initiative: Analyzing a public relations campaign with critical race theory. *Public Relations Inquiry*, 5(1), 93-113. <https://doi.org/10.1177/2046147X15626969>

### Week 16

#### Final Meeting (April 24)

### Finals Week

#### Final Project Proposal Due (May 3)

### Assignments

*Participation (20%): Due each week.*

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 and after 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 expected to see this course as a workshop for acquiring and refining perspectives and skills that directly benefit your own research program. Participation will occur on Canvas in asynchronous discussions (10%), and in the classroom in live discussions (10%).

*Discussion leadership (10%): 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.

*Quizzes (12%): Four times during semester.*

Quizzes occur at the start of class and are designed to check comprehension. Each quiz features 10 multiple-choice and short-answer questions.

- Quiz 1 (3%): Feb 7. Covers lectures and readings from weeks 1-4.
- Quiz 2 (3%): Feb 28. Covers lectures and readings from weeks 5-7.
- Quiz 3 (3%): March 27. Covers lectures and readings from weeks 8-11.
- Quiz 4 (3%): April 17. Covers lectures and readings from weeks 12-14.

*IRB training (5%): Due January 31.*

You will complete the required ethics training provided by UF.

- CJC falls under the university's second review board, IRB-02. The instructions for IRB-02 training are provided at: <http://irb.ufl.edu/index/requiredtraining.html>
- You should also create a myIRB account at <https://irb.ufl.edu/myirb-2.html>

To complete the assignment, submit the certificate for "IRB 803."

In addition to submitting your certificate, you will also be asked to evaluate the codes of ethics from two communication associations and give a short written assessment of them both.

*SPSS analysis (5%): Due March 20.*

You will perform statistical operations on an instructor-provided dataset in SPSS. A worksheet will be provided to walk you through the various steps. You will report results in the worksheet. A practice assignment will be provided in advance.

*Mini content analysis (5%): Due April 3.*

You will work with peers to analyze media messages. A sample of messages, and a basic codebook, will be provided. You will be asked to improve the codebook, analyze the messages, calculate intercoder reliability, further improve the codebook to improve reliability, and then re-code and re-calculate.

*Peer review (5%): Due April 24 at the start of class.*

You will write and present a formal evaluation of a peer's complete draft of their project proposal. The review should be between 500 and 750 words, and should focus on the design of the study, and the conceptualization and operationalization of variables. You may pay some attention to the literature review and hypotheses, as well as the proposed analyses, but the focus should be on critiquing the study design. We will discuss peer review in-class, and can also consult how-to-guides and commentary available at:

- <https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html>
- <https://www.cambridge.org/core/services/aop-file-manager/file/5a1eb62e67f405260662a0df/Refreshed-Guide-Peer-Review-Journal.pdf>
- <https://www.nature.com/articles/d41586-018-06991-0>



- <http://reviewers.plos.org/resources/how-to-write-a-peer-review/>
- <https://www.nature.com/news/let-s-make-peer-review-scientific-1.20194>

*Project proposal (38% total): Due May 3, with milestones throughout the course.*

Each student will produce a paper which details the rationale and methods for a research project they plan to undertake. The proposal should be written to form the basis of a future empirical research paper (and corresponding IRB proposal). The topic, and whether it is focused on testing an applied question or theoretical question, will be chosen by the student. The instructor will guide each student through the preparation of the paper via written and verbal feedback at each of the following milestones:

- Literature Review (between 4 and 10 pages, due Feb 2)
- Hypotheses and Research Questions (~half page, due Feb 16)
- Method Overview (~half page, due Feb 23)
- Participants and Sampling (~one page, due March 1)
- Procedure (~one page, due March 8)
- Materials and Measures (~two pages, due March 22)
- Analysis Plan (~one page, due March 29)
- Complete Draft (~10-18 pages, due April 5)

The final revised version is due no later than Friday, May 3, 23:59 EDST. It should follow APA style and should be between 10 and 18 pages, excluding references. Each milestone is uploaded to Canvas, as is the final paper. Final papers will be evaluated on:

- Completeness
- Clarity of writing
- Strong connections between sections
- Validity of the operationalizations
- Feasibility of the project
- Value of the research's contribution to the topic

## Course Policies

### 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 (<https://uflib.ufl.edu/using-the-libraries/off-campus-access/>) 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 SPSS. UF provides access to virtual versions of these programs at UF Apps. Additionally, you should be able to install one piece of free software on your own computer, Jamovi stats.

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 ([https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE\\_Netiquette\\_Guide.pdf](https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.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/c.php?g=147797&p=967443>

[https://gradadvance.graduateschool.ufl.edu/media/gradadvancegraduateschoolufl.edu/OGPD\\_Plagiarism\\_Workshop\\_20221019.pdf](https://gradadvance.graduateschool.ufl.edu/media/gradadvancegraduateschoolufl.edu/OGPD_Plagiarism_Workshop_20221019.pdf)

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

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

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 policies that target education about history and social groups (<https://www.nea.org/resource-library/know-your-rights-florida> and <https://www.tampabay.com/news/education/2023/07/05/desantis-florida-higher-education-stop-woke-individual-freedom-tenure-new-college-diversity/>).

## **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/student-help/>) 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* (<https://career.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 course learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.