Communication Practices for Agricultural & Life Sciences 

AEC 4035

Summer C 2025 Online – 3 Credit Hours

# Instructor

Troy Tarpley, Ph.D.

Instructional Assistant Professor

Email: ttarpley@ufl.edu

Office location: 121 Bryant Space Science Center

Office hours: Mondays 9 to 10 a.m. & Wednesdays 12:50 to 1:50 p.m.

Students can use [Teams](https://outlook.office.com/bookwithme/user/39bc1a04a6444dd8b90e9455b6a61a4c%40ufl.edu/meetingtype/LyhBH-OXD0eI1P7gP80Yeg2?anonymous&ep=mlink) to schedule a time to meet with Dr. Tarpley.

# Class Times & Location

This course is asynchronous, and fully online. The course is facilitated via Canvas. Each module will begin on Mondays of each week with assignments typically due on Sundays by 11:59 pm, unless otherwise indicated.

# Course Description

This course is designed to expose students to a variety of writing, multimedia, hardware,
and software for assignments that mimic the “real world” of agricultural communication. The goal is to broaden your experience and move you as close as possible to the professional level by stretching you to learn more and apply yourself. This course will build on skills and knowledge gained in AEC 4031 and AEC 3070.

# Course Objectives

By the end of this course, you will be able to:
1. Write effectively in business, promotional, and informational contexts
2. Effectively edit written material
3. Communicate information tailored to the needs and expectations of target audiences
4. Layout and design print and digital materials based on the principles of design
5. Use industry-standard software to create print and digital materials

# Course Design

This course is structured following a **project-based learning (PjBL)** design. Our driving question this semester will be:

*How can we as science communicators and leaders utilize writing, photography, and graphic design to educate online audiences via the Streaming Science platform about agricultural and natural resources research and careers?*

PjBL steps include: (Buck Institute for Education: <http://www.bie.org>)



* Challenging problem/question
* Sustained inquiry
* Authenticity
* Student voice & choice
* Reflection
* Critique & vision
* Public Product



This class is also designed to follow the ‘Partnering Pedagogy’ philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

# Requirements

## Textbook:

Students are expected to purchase the text online via Perusall, an online platform that we will utilize to not only read the text but also annotate together as a class. Texts acquired from sources other than Perusall will not be eligible for use within the platform. For more information, please review the Perusall Information page within Canvas.

* Hart, J. (2021). *Storycraft: The Complete Guide to Writing Narrative Nonfiction* (2nd ed.). The University of Chicago Press.
	+ $21.99 | Perpetual online access
	+ $18.85 | 180-day online access

Technology:
To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Office Programs
	+ [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
	+ [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
	+ Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe
	+ This includes Reader and the Creative Suite (Illustrator, Photoshop, InDesign, and Express)
	+ [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
	+ [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
	+ [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
	+ [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
	+ [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* Canva
	+ [Canva Privacy Policy](https://www.canva.com/policies/privacy-policy/)
	+ [Canva Accessibility Information](https://www.canva.com/accessibility/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Prerequisite Knowledge:

Prerequisites include content from AEC 3070C and AEC 3071/JOU 3101.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* Strong introductory knowledge of Adobe Premiere Pro and Adobe Lightroom. This includes basic video editing techniques, such as cutting, trimming, and adding transitions in Premiere Pro, as well as fundamental photo editing skills, like adjusting exposure, color correction, and using presets in Lightroom. These skills are essential for successfully completing the multimedia assignments and projects throughout the course.
* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.

## Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following **writing** **standards** are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

* Proper grammar and punctuation are mandatory.
* Proper sentence structure is required. This means…
	+ Not using “tweet-talk” in your assignments.
	+ Making sure that your sentences have a subject, verb, and (when needed) an object.
	+ Not having sentence fragments.
	+ And anything else that would pertain to “proper sentence structure.”
* Good thoughts/content throughout the writing assignment.
* For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
* For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

# Instructor Team Communication & Feedback

**Communication** - The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

**Individual Learner Interaction** – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

**Office Hours**: Dr. Tarpley sets aside dedicated office hours each week both in-person and via Teams Mondays 9 to 10 a.m. & Wednesdays 12:50 to 1:50 p.m. Students can use [Teams](https://outlook.office.com/bookwithme/user/39bc1a04a6444dd8b90e9455b6a61a4c%40ufl.edu/meetingtype/LyhBH-OXD0eI1P7gP80Yeg2?anonymous&ep=mlink) to schedule a time to meet with Dr. Tarpley. Additionally, Dr. Tarpley is available by appointment. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Tarpley. Whether you have questions about the course, assignments, or the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Tarpley strongly encourages students to take advantage of these office hours as an enriching experience for academic support and personal connection.

# Assignments

## Late Assignment Submission Policy

Assignments are expected to be submitted by the due date specified in the syllabus. To encourage timely submissions and fairness, the following policy will be enforced:

1. **Late Penalty**: Assignments submitted after the due date will incur a penalty of 10% off the total grade for each day they are late. For example, an assignment that is one day late will receive a 10% deduction, two days late will receive a 20% deduction, and so on.
2. **Communication**: If you anticipate that you will not be able to submit an assignment on time, it is crucial that you reach out to me **before the due date**. By informing me in advance, we may be able to discuss your situation and potentially work out an alternative arrangement. This policy is in place to support you and ensure that any issues can be addressed proactively.
3. **Exceptions**: Extensions or exceptions to the late penalty may be granted in cases of documented emergencies or other extenuating circumstances. However, these will only be considered if you have communicated with me prior to the assignment's due date.
4. **Maximum Late Period**: Assignments will not be accepted if they are more than seven days late, unless prior arrangements have been made.

Please make every effort to submit your assignments on time and communicate any issues as early as possible. Your proactive communication is key to managing your coursework effectively.

## Assignment Points & Explanation:

### Discussion Board

Throughout the semester there will be seven discussion boards. Please refer to Canvas for more information about the requirements and specific topics.

### Perusall Readings

Perusal Readings are assigned throughout the semester for our course textbook, *Storycraft*. Please review the requirements on Canvas.

### Topic Selection

For this assignment, you will pitch a topic or beat in the agricultural or natural resources field that you are passionate about and will explore throughout the course. Your pitch should include the people you plan to interview, the unique angle or spin you’ll bring to your project, and a clear description of your target audience. Additionally, outline the story elements, identify the problem or complication that will drive the narrative, and propose a timeline with key milestones.

### Short Story (Draft & Final)

In this assignment, you will write a short story with a clear protagonist, following the traditional narrative structure: exposition, rising action, crisis, climax, and falling action. You will also include a "kicker" and choose a timeline format for your story. After completing your story, in Week 2 you will peer review two classmates' stories, identifying key elements such as the protagonist, antagonist, and narrative structure. After you receive your peer feedback, you will submit a final version of your short story in Week 3.

### Interview Contact & Question Guide

In this assignment, you will email the expert(s) you selected in your Topic Selection to schedule an interview and photo shoot for your photo essay and print piece. You will create an interview question guide based on your background research and use it to conduct the interview. Additionally, you will brainstorm photo ideas to accompany your stories, document your expert's response, and submit all required elements in a Word document.

### Writing Drafts (Adobe Express Page / Adobe InDesign-Print Piece)

This assignment involves creating a feature story about an ANR (Agriculture and Natural Resources) topic in two different formats: an online Adobe Express page and a print piece using Adobe InDesign. Your final Adobe Express and InDesign projects are due at the end of the semester.

### Adobe Illustrator Design

In this assignment, you will create an original design in Adobe Illustrator to accompany a written story on Adobe Spark, emphasizing the integration of visual and textual elements. Through brainstorming, concept development, and execution, you will refine essential design skills, learning to produce high-quality, vector-based graphics that communicate complex ideas effectively. Success will be measured by originality, technical accuracy, relevance, and overall quality.

### Adobe Express Page Draft & Final

In this assignment, you will create a draft of an Adobe Express web page to showcase your chosen topic through a blend of written narratives and relevant photos. You will focus on developing storytelling and visual design skills by integrating multimedia elements effectively. Once your draft is complete, it will be submitted for peer-review. Then you will review and revise it for coherence and accuracy before submitting a published link for evaluation. You will complete a final version of this assignment in Week 11.

### Adobe InDesign Print Draft & Final

In this assignment, you will create a draft of a two-page Adobe InDesign print piece to showcase the stories of influential scientists, combining written narratives with photos to highlight their contributions. You’ll develop skills in storytelling, visual design, and multimedia integration while learning to create cohesive and engaging layouts. Once your draft is complete, it will be submitted for peer-review. After drafting and revising your piece, you will submit a packaged file, including the .indd file and a PDF, for evaluation. You will complete a final version of this assignment in Week 11.

### Final Presentation

This assignment is designed to showcase your semester-long journey of exploration and discovery through a final presentation of your photo essays and InDesign layout. You will demonstrate your understanding of your chosen expert, delve into your ANR topic, and highlight the skills you've developed in science communication, writing, and design. Key skills to practice include presentation, visual communication, adaptability, and time management. You'll gain insights into a scientist's contributions, deepen your understanding of a specific science topic, and learn to communicate your work effectively to a public audience. The tasks involve preparing a verbal and visual presentation, designing it for impact, and rehearsing for a polished delivery.

## Course Grading:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Week Due** |
| Topic Selection | 50 | Week 1 |
| Short Story Draft | 25 | Week 2 |
| Short Story Final | 25 | Week 3 |
| Interview Contact & Question Guide | 25 | Week 4 |
| Drafts Writing for Adobe Express & InDesign Print Piece | 100 | Week 5 |
| Adobe Illustrator Design | 100 | Week 7 |
| Adobe Express Page Draft | 50 | Week 11 |
| Adobe InDesign Print Draft | 50 | Week 11 |
| Final Print Design | 100 | Week 12 |
| Final Express Page | 100 | Week 12 |
| Final Presentation | 100 | Week 12 |
| Discussion Boards | 125 |  |
| Perusall Readings (5 x 30 pts each) | 150 |  |
|  |  |  |
| Total | 1000 |  |

### Grading Scale

| A = 93-100% | C+ = 76 – 79.99% | F = Below 60% |
| --- | --- | --- |
| A- = 90 – 92.99% | C = 73 – 75.99% |  |
| B+ = 86 – 89.99% | C- = 70 – 72.99% |  |
| B = 83 – 85.99% | D+ = 66 – 69.99% |  |
| B- = 80 – 82.99% | D = 63 – 65.99% |  |
|  | D- = 60 – 62.99% |  |

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Reading & Assignment Schedule:

All assignments are due on Sunday unless otherwise indicated.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Week | Lectures | Assignments |
| 1: Storytelling | 1: | * Introduction
* The Skeleton of Story Structure
 | * Discussion Board: Introduction
* Perusall Reading: Chapter One
* Discussion Board: Should We Be Storytellers
	+ *Initial post due by Thursday, reply to peers by Sunday.*
* Topic Selection
 |
| 2: | * Exposition
* Rising Action
* Crisis
* Climax
* Falling Action
* Wrap Up
 | * Perusall Reading: Chapter Two
* Discussion Board: The Dangers of a Single Story
	+ *Initial post due by Thursday, reply to peers by Sunday.*
* Draft Short Story
 |
| 2: Capturing Stories | 3: | * Introduction
* Tripod
* SmallRig Vibe p96
* Small Ring Fold P10
* Zhiyun Smooth Q
* Types of Mics
* Samson Go Mic Mobile Receiver
* Placing Lav Mics
 | * Perusall Reading: Chapters Three & Four
* Discussion Board: Tech Talk: Gear Up!
* Peer Review of Short Story
	+ *Due Thursday*
* Final Short Story
 |
| 4: | * Harvesting Stories: Mastering Interviews in ANR
* Mobile Phone Photography
* Pixels & Principles: Navigating Photoshop Ethics
* Wrap Up
 | * Perusall Reading: Chapters Five, Six, & Fourteen
* Discussion Board: Ethics Statement
	+ *Initial post due by Thursday, reply to peers by Sunday.*
* Interview Contact & Question Guide Due
 |
| 3: Writing Stories | 5:  | * Introduction
* Back Roads: Navigating Reporting in ANR
* Field Notes to Final Draft: The Writing Workflow
* From Farm to Front Page: Elements of a Feature
* Wrap Up
 | * Perusall Reading: Chapters Seven, Eight, Nine, & Ten
* Writing ***Drafts*** (Adobe Express Page / Adobe InDesign-Print Piece)
 |
| 4: Writing, Revising, and Finalizing Stories | 6:  | * Introduction
 | * Schedule One-on-one meetings with Dr. Tarpley
* ***Peer Review*** Writing Drafts (Adobe Express Page / Adobe InDesign-Print Piece)
 |
| 5: Design is Storytelling | 7:  | * Introduction
* Cultivating Creativity
* Point, Line, & Plane
 | * Exploring Creativity and Design Elements Discussion Board
	+ *Initial post due by Thursday, reply to peers by Sunday.*
 |
| 8:  | * Rhythm and Balance
* Scale, Texture, & Color
 | * [Gestalt Principles.](https://www.interaction-design.org/literature/topics/gestalt-principles?srsltid=AfmBOooKvGpW0k_Avj7y6scIUIzkORNEie8DPUgPCVrzPlL_49dMngSB) Webpage article review
* Community Inspiration Discussion Board
	+ *Initial post due by Thursday, reply to peers by Sunday.*
 |
| 9:  | * Framing
* Hierarchy & Layers
* Transparency
* Pattern
* Wrap Up
 | * Adobe Illustrator Design
 |
| 6: Laying Out Stories | 10: | * Introduction
* Grids
* Alignment
* Typography
 | * Discussion Board - Design Spotlight
	+ *Initial post due by Thursday, reply to peers by Sunday.*
 |
| 11:  | * Document Set-Up
* Magazine Layouts
* Brochure Layouts
 | * Adobe Express Page Draft
* Adobe InDesign Print Draft
 |
| 7: Designing, Revising, and Finalizing Layouts | 12:  | * Designing, Revising, and Finalizing Layouts
 | * Schedule One-on-one meetings with Dr. Tarpley
* Final Express Page
* Final Print Piece Design
* Final Presentation
 |

# Academic Code of Conduct

## UF’s Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [UF Student Code of Conduct Webpage.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

## Artificial Intelligence (A.I.) Use:

**Use of AI Tools Policy**

As many of us have had the opportunity to explore new AI tools like ChatGPT, they can be incredibly helpful, much like a calculator is for math classes. These tools are best used for idea generation, essentializing, and gathering information about common understandings of a topic. However, it is essential that you guide, verify, and craft your ultimate answers. Please do not simply cut and paste without understanding the content. Let's leverage these tools as extensions of our knowledge to enhance their power.

**Guidelines for Using AI Tools:**

1. **Original Work**: All assignments should be your own original work, created specifically for this class. The submission of AI-generated answers constitutes plagiarism and is a violation of UF's student code of conduct. We will discuss what constitutes plagiarism, cheating, or academic dishonesty more in class.
2. **Credit and Documentation**: When using AI tools for assignments, you must:
	* Add an appendix showing:
		+ (a) The entire exchange with the AI tool, highlighting the most relevant sections.
		+ (b) A description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version).
		+ (c) An explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.).
		+ (d) An account of why AI tools were used (e.g., to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
3. **Examinations and In-Class Assignments**: AI tools are not to be used during in-class examinations or assignments unless explicitly permitted and instructed.
4. **Originality Checks**: Employ AI detection tools and originality checks prior to submission to ensure that your work is not mistakenly flagged.
5. **Wise Use**: Use AI tools wisely and intelligently, aiming to deepen your understanding of the subject matter and to support your learning.
6. **Communication**: If you have any questions or concerns about using AI tools, please reach out to me. Your proactive communication is key to managing your coursework effectively.

By following these guidelines, we can ensure that AI tools are used ethically and effectively to enhance our learning experience.

# Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

# Institutional Policies

## Recording Statement

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 guest 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. [UF IN-CLASS RECORDING](https://aa.ufl.edu/policies/in-class-recording/)

## 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. [UF ACCEPTABLE USE POLICY](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>

# Student Services

## Health & Wellness

* U Matter, We Care
* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
* Counseling and Wellness Center
* Visit the [Counseling and Wellness Center website](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
* Student Health Care Center
* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* GatorWell Health Promotion Services
* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank%22%20%5Ct%20%22_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/writing-studio/)
* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
* Student Complaints On-Campus
* Visit the [Student Honor Code and Student Conduct Code webpage](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.ufl.edu/)

## Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, [UF Disability Resource Center.](https://disability.ufl.edu/)