

IDS 2935: What's love got to do with it?

How stories and science shape our love lives



Image from ideas.ted.com

Quest 2

I. General Information

Spring 2024 Class Meetings

- MWF, 3-3:50, Anderson 0134; In-person, 46 Students

Instructor

- Dr. Jessica-Jean Stonecipher
- Office: 2215K Turlington
- Office Hours: 11-1 Monday (you can attend either in-person or via [Zoom](#)) & by appointment.
- stonecipher@ufl.edu / 352-846-1138 (Please message me through Canvas with all course-related questions).

TA

- Kristina Lynn Wright
- Klwright@ufl.edu/352-846-1138

Course Description

Romantic love is something most people seek out. Yet, despite both the commonality of this experience and the significance of it, romantic love is rarely something we examine intellectually. In addition, both marriage and long-term partnerships are on the decline in the United States, signaling shifting values and commitments related to romantic love. This course is well positioned to help students understand how the concept of romantic love has developed and continues to change, as well as how the manifestations of romantic love vary. With this knowledge students will be better prepared to articulate their own ideas about why, how, and with whom they wish to pursue or defer their quest for romantic love. This course is designed to advance students' critical thinking and writing skills as they 1) study current social and behavioral theories of romantic love, 2) learn political, economic, cultural, and rhetorical histories and practices of romantic love, and 3) self-evaluate their own experiences, expectations, discourses, and desires for current or future romantic love.

To achieve these goals, students will learn advanced analytical techniques and communication strategies that are useful across disciplines. The texts and assignments in the course will expose students to challenging ideas and self-reflections. The subject matter will include 1) an array of current social and behavioral theories, 2) diverse cultural, political, rhetorical, and economic issues related to and influencing the way people seek, speak about, and pursue romantic relationships, and 3) regular autoethnographic reflections about students' past and current views of romantic relationships and their expectations and hopes for future romantic love.

By examining a blend of theories, research, and scholarly texts students will learn how to read deeply, think critically, and write iteratively. As such, the students will be introduced to current ideas and frameworks and will be asked to engage in debates important to how love is portrayed, studied, and sought within their worlds.

The main questions this class explores are: 1) What is romantic love? 2) Why do we pursue romantic love? And 3) How do we want romantic love to be a part of our lives?

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Writing Requirement (WR) 2000 words
- *This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

Required Readings and Works

Both books are available used online.

- 1.) Solomon, Alexandra. *Loving Bravely: Twenty Lessons of Self-Discovery to Help You Get the Love You Want*. New Harbinger Publications. ISBN 978-1626255814. ([Available here](#))

- 2.) Wade, Lisa. *American Hookup: The New Culture of Sex on Campus*. W. W. Norton & Company. ISBN 039328509X. ([Available here](#))
- 3.) [Fair Play Documentary](#)
- 4.) All other assigned readings will be available through Canvas.

Recommended Texts:

- 1.) Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial Publications. ISBN 9780060891541.

Materials and Supplies Fees: N/A

II. Graded Work

Description of Graded Work

Work	Description	Word Count	Points
Reading & Reflection Journal	Respond to the weekly readings and prompt. This journal will not be graded as part of your word count, but students should be keeping a reflection journal to help them participate in group and small discussions in class. There are 10 entry opportunities and students must submit at least 8 (25 pts each).	N/A	200
Discussion Leaders	Once a semester students will work in small groups to find new social science research related to the week's topic and provide discussion questions for the class.	N/A	50
Midterm	Midterm Exam covering concepts & ideas	N/A	100
Interview Assignment & Synthesis	Recap the interview(s) you conducted with 1) a synthesis of the main findings, 2) your analysis or critical interpretation of this information, 3) an explanation of how you will apply this information, and 4) the questions that remain. This can be completed in a video, essay, or podcast format.	N/A	100
Love Letter	This letter will be about a specific public policy or issue (of the student's choice) related to romantic love and will be written for a public or private audience of their	N/A	50

	choosing (local paper, congressperson, partner, parent, blog, etc.)		
Autoethnographic Report & Presentation	This will be an autoethnographic reflection and research report that utilizes current research and theory, interviews, and self-reflection. You will present a portion of your report in class.	2000	150
In-Class Work & Group Discussions	This will include in-class activities, peer reviews, immersive experiences, and your final class presentations. Each group will be responsible for one week of discussion questions.	N/A	200
Participation & Attendance	Participation will be graded on the following: consistent informed, thoughtful, and considerate class participation is expected from each student. Students should be prepared to discuss readings and ideas in class. Students should be respectful during class discussions and activities. Participation will be scored as 75 points. Attendance will be scored on the following: students are present in class, awake and, and off devices. Students are allowed 2 unexcused absences. Any absences after that will count against them. Two tardies (up to 15 mins, count as an absence). If more than 15 minutes late, students are counted absent. Attendance is worth 75 points.	N/A	150

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> and <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Participation Rubric (scores averaged)

	Excellent (75)	Good (60)	Average (40)	Insufficient (15)	Unsatisfactory (0)

Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work. Actively contributes ideas in large and small groups.					
Considerate: Takes the perspective of others into account and listens attentively.					

III. Annotated Weekly Schedule

Schedule of Classes and Assignments

This schedule is subject to change. Changes will be posted to Canvas. The online version of the schedule and due dates supersedes any paper copies. Assignments are due on the day they are listed. All additional readings will be posted on Canvas.

Week / Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 1	Getting Started: What is Romantic Love? And What do we Know about it?	Critical analysis—images, lyrics, music videos, film excerpts, experiences, stories		
1/8	What is Romantic Love? Course Overview Expectations for Class			
1/10	What do we know about love? Where do we learn it?		Read Syllabus	Submit 1 Visual Representation of Love/Intimacy
1/12	Experiential Learning Exercise (ELE): What are problems/innovations/solutions related to romantic love? Partnerships? Intimacy? Creating a Class Playbook		Read: Orion Article – Climate Change & Love	Submit Ideas to Group Discussion

				& Syllabus Quiz
Week 2	What are the Social Sciences? How can they help us Study Romantic Love?	Close reading—text, Define fundamental concepts in small groups and as larger class		
1/15	Martin Luther King Jr. Day – No Classes			
1/17	Recorded Lecture: What are Social Sciences and how do they help us understand Romantic Love ?		Solomon, “Introduction” p.1-9 and “Lesson One” p.12-19.	Syllabus Reflection Due & Social Science Activity
1/19	ELE: Who are you? Who are you looking for? What makes a good partner?			Reading & Reflection Journal #1
Week 3	Understanding our Histories: How the Concepts of Love & Marriage have Changed Over Time	Close reading—text, Discuss and analyze strengths and limitations of different research methods mentioned in text as well as ethics of research		
1/22	Lecture: Where do our ideas about romantic love come from? How are histories created? How do they differ? Introduce Interview Assignment		Solomon “Lesson Two” p.20-28 and “Lesson Three” p. 29-36. Wade, “Introduction: The New Culture of Sex” p13-25.	
1/24	Interview Assignment Workshopping & Discussion		Wade “Chapter 1: Hooking up, a How-to” p. 27-49 and Wade, “Chapter 2: How Sex Became Fun” p. 50-70.	Reading & Reflection Journal Entry #2
1/26	ELE: Which character are you? What’s your story?			
Week 4	Theories of Love: How do We Think About Romantic Love?	Close reading—text Define fundamental concepts in small groups and as larger class, In-class workshopping, Introduce Interview Assignment		
1/29	Lecture: Theories of Love		On Canvas. Miller, “Chapter 8: Love” p. 308-326.	

1/31	Discussion & Interview Assignment		Solomon “Lesson Four” p. 38-47.	Schedule & Conduct Interview
2/2	ELE: How to Learn About Love, Interview Practice			
Week 5	Sex & Sexuality: How do Sex & Sexuality Impact Romantic Love	Close reading—text Define fundamental concepts in small groups and as larger class, Compare ethnographic research methods to autoethnographic research methods, synthesize differences as a class		
2/5	Lecture: Sexuality & Romantic Love		Solomon “Lesson Five” p. 48-59 Solomon, “Lesson Six” p.62-71	
2/7	Learning About Love Group 2 Presentation & Discussion Interview Write Up & Synthesis		“Chapter 3: Sex in Drunkworld” p. 71-91.	Reading & Reflection Journal Entry #3
2/9	ELE: How have you learned about sex & sexuality?			MLK Day Extra Credit Due
Week 6	Love & Politics: How Formal & Informal Policy Impacts Romantic Love	Close reading—text Identify issues of interest related to romantic love Close reading—text		
2/12	Lecture & Discuss: Love Letter Assignment How to choose an audience & write for them Develop ideas for Love Letters project and outline approaches in small groups		Wade, “Chapter 4: Opting Out” p. 92-112 and “Chapter 5: Opting In” p. 113-133.	Submit Interview Synthesis
2/14	Discussion & Group Work Time (Love Letter)			Reading & Reflection Journal Entry #4

2/16	ELE: Where/When/Who/How can I love? & Discussion	Excerpt from, “I do, but I can’t: The impact of marriage denial on the mental health and sexual citizenship of lesbians and gay men in the United States” – Available on Canvas.	
Week 7	Technology & Romance: How does Technology Impact our Search for & Experience of Romantic Love?	Close reading—text Theories of Unlimited Choice, Explore the changing role of technology in romantic love and assess the impacts – small groups Identify future areas for study	
2/19	Lecture: Technology & Romance	Solomon, “Lesson Seven” p. 72-81 Solomon, “Lesson Eight” p. 82-88	
2/21	Discussion	Wade, “Chapter 6: Careless and Carefree” p.134-157	Reading & Reflection Journal Entry #5
2/23	ELE: Ghosting		Submit Love Letter
Week 8	Love & Money: What is the Role of Money in Romantic Love?	Close reading—text Connect economic policies and realities to experiences of romantic love and analyze the intersections	
2/26	Lecture	Read in Class: Excerpt from 40000 Weeks & Your Money or Your Life Wade “Chapter 7” Unequal Pleasures” p. 158-179”	Submit Midterm Questions
2/28	Discussion Midterm Review	Wade, “Chapter 8: Wanting to be Wanted” p. 180-201.	Reading & Reflection Journal Entry #6
3/1	ELE: Is love Free? Exercise in Class		
Week 9	Dating & Consent: How does Dating	Define fundamental concepts in small groups and as larger class	

	Shape our Experience of Romantic Love? What is Consent?			
3/4	Lecture & Midterm Review		Wade, "Chapter 9: Flirting with Danger" p. 202-223	
3/6	Midterm			
3/8	ELE: Normalizing Consent		Excerpt on Consent – Available on Canvas.	
Week 10	SPRING BREAK	N/A	N/A	N/A
Week 11	The Rhetoric of Romance: How do we Write and Speak about Romance and Romantic Love?	Analyze personal experiences of romantic love in relation to this week's readings and topic		Submit outline for Final Research Paper before Conference
3/18	Lecture		Solomon "Lesson Nine" p. 89-96 Solomon, "Lesson Ten" p.97-105 Excerpt from <i>Mating in Captivity</i> by Esther Perel –on Canvas. Miller "Chapter 14: Maintaining and Repairing Relationships" p. 420-440.	Group Conferences with Instructor Outside of Class
3/20	Discussion		Solomon, "Lesson Eleven" p.108-123 and "Lesson Twelve" p124-133.	Reading & Reflection Journal Entry #7
3/22	ELE: Worst Love Notes/Texts EVER			Submit outline for Final Research Paper before Conference

Week 12	Communication in Romantic Relationships	Define fundamental concepts in small groups and as larger class, Examine and explain research methods presented in text, Critiquing Cultural Commentary		
3/25	Lecture	Solomon, "Lesson Thirteen" p. 134-147 and "Lesson Fourteen" p.147-156. Solomon, "Lesson Fifteen" p.157-168		
3/27	Discussion	TBD Reading	Reading & Reflection Journal Entry #8	
3/29	ELE: Problem Solving, How do you want a conflict to start? To end? Group Work			
Week 13	Domestic Labor & Partnerships: How do Household & Emotional Labor Impact Romantic Love?	Define fundamental concepts in small groups and as larger class Draw connections between research, reflections, and experiences, examine and explain research methods used in articles		
4/1	Lecture	Wade "Chapter 10: Moving On" p. 224-240 Fair Play Documentary		
4/3	Discussion	Solomon, "Lesson Sixteen" p. 170-179.	Reading & Reflection Journal Entry #9	
4/5	ELE: Attributing Labor, Calculating Costs Discuss Peer Review			

Week 14	Marriage & Partnerships Pt. I	Articulate and critique personal beliefs and behaviors related to romantic love Communicate research reports to others Draw connections between research reports and experiences		
4/8	Lecture		“Conclusion: Changing the Culture” p. 241-248	Submit Peer Review & Complete it Outside of Class
4/10	Discussion		Solomon, “Lesson Seventeen” p, 180-188; “Lesson Eighteen” p. 189-199; “Lesson Nineteen” p.200-206.	Final Reading Reflection #10
4/12	ELE: How do you know? What does it look like? Where do expectations come from?			
Week 15 4/17	Marriage & Partnerships Pt. II	Articulate and critique personal beliefs and behaviors related to romantic love Communicate research reports to others Draw connections between research reports and experiences		
4/15	Lecture		Solomon, “Lesson Twenty” p.207-213 and “Conclusion” p. 214-218	Submit Questions for Final Discussion Day
4/17	Final Discussion Day – Questions from Your Classmates			
4/19	ELE: Conflict Resolution			
Week 16	Autoethnographic Reflections: What did we Learn about Love? How do we	Articulate and critique personal beliefs and behaviors related to romantic love		

	Want Romantic Love in our Lives?	Communicate research reports to others Draw connections between research reports and experiences		
4/22	Panel Presentation Day			Present autoethnographic research in class
4/24	Panel Presentation Day			Present autoethnographic research in class

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

This Course's Objectives—Gen Ed Primary Area and Quest

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Content: Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.

Critical Thinking: Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively.

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	... explore the history and development of romantic love in the United States as well as current research methods in the fields used to study romantic love. ...expose students to political, economic, cultural, and rhetorical histories and practices of romantic love.	... examining visual, literary, and musical representations of romantic love. Read and analyze current research about romantic love.
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	...identify, describe, and explain the role of social institutions and structures within the realm of romantic love	...examining and analyzing a broad range of political, economic, cultural, and rhetorical histories and practices and connecting them to social institutions, structures, and or processes in our country.
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data	...enhance critical communication and writing skills ...present students with opportunities to identify and address societal problems and issues and well as personal problems	...identifying important areas of current and future research and policy and presenting project results via multiple modalities including journaling, class presentations, student-led activities,

	relevant to pressing questions concerning human society and/or the state of our planet.	and issues related to romantic love	and an autoethnographic research report.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	...learn a variety of research methods and research applications ...conduct and analyze primary research related to romantic love ...study larger societal trends related to romantic love and explore popular theories about behaviorcreating an interview guide and conduct two interviews related to their self-guided research questions about romantic love ...synthesizing the interviews for a better understanding of the research question their interview guide poses ...conducting autoethnographic research and analyzing data
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	...consider the implications of political, economic, cultural, and rhetorical histories and practices of romantic love as seen through read, collected, and personal experiences of romantic lovecreating an interview guide and conduct two interviews ...synthesizing the interviews for a better understanding of the research question their interview guide poses ...conducting autoethnographic research and analyzing date

10. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Social and Behavioral Sciences SLOs → Students will be able to...	Quest 2 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
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<p>Content</p>	<p>Identify, describe, and explain the history, underlying theory and methodologies used.</p>	<p>Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.</p>	<p>Identify, describe, and explain fundamental concepts related to romantic love and relationships in multiple disciplines including: psychology, cultural anthropology, history, political science, and economics. They will also be able to explain different research methods used to study and understand behavior patterns and experiences of romantic love and relationships.</p>	<p>Class participation, short-answer writing, small group discussion and review of readings, and an autoethnographic research report.</p>
<p>Critical Thinking</p>	<p>Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.</p>	<p>Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.</p>	<p>Critically analyze and interpret the intersections of politics, history, culture, economics, identity, and experiences of romantic love and relationships. They will also be able to synthesize course lectures and activities to identify and engage with one related issue they would like to pursue a letter-writing project on with a classmate.</p>	<p>Class participation, an individual letter-writing assignment, written reflection journals, and an autoethnographic research report.</p>
<p>Communication</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively.</p>	<p>Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.</p>	<p>Develop and present novel personal and policy-based approaches to improve experiences, understandings, and equitable accessibility of romantic relationships in the United States.</p>	<p>Class participation, an interview synthesis report, an individual letter-writing assignment, and an in-class presentation.</p>

Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content by articulating and critiquing their own personal beliefs and behaviors related to romantic love and relationships.	Class participation, an interview synthesis report, an individual letter-writing assignment, an autoethnographic research report, and an in-class presentation.
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V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will keep a journal for reflections on readings and class material, as well as their own thoughts. They will also participate in weekly experiential learning exercises, write a letter to a local elected official, and conduct interviews to learn about romantic love from others.

2. Details of Self-Reflection Component

Students will keep a formal reflection journal where they can reckon with what they think, why they think it, and what the implications of their thoughts are in relation to the course material, and their own personal ideas about and observations of romantic love. They will also complete the final autoethnographic report, which includes a self-reflection component.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Attendance is required. If a student misses more than six periods during a semester, they will fail the course. Missing class on a double period counts as two absences. Only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor before the missed date.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: Late arrivals disrupt the entire class. Multiple late arrivals will affect students' success in the course and two late arrivals (more than 15 minutes) will count as an absence. Students are allowed two unexcused absences a semester (with no impact on their attendance grade). After that, absences will reduce the student's participation grade. If a student has more than 6 unexcused absences in a semester, they will fail the course.

Make-Up Work and Late Papers

Late work is not accepted without penalty—HOWEVER, there are some important caveats: You can turn in up to ONE paper late (up to 48 hours) with no penalty. Just leave a note on the Canvas assignment page, before the due date, and let me know you are using your free late pass on the assignment.

After using up your one late pass, any late work will receive a 10% grade deduction per day late.

Incomplete work or work under the required word count will receive a zero.

There are no resubmissions on past assignments.

If you have an excused absence, you will receive a new deadline for any missed classwork or assignments impacted by your absence.

If you have a technical problem that prevents the timely submission of your assignment you should first call UF Help Desk for help. Then, email me to explain the situation and attach your UF Help Desk ticket number documenting the situation along with the attached assignment (so I can see it is complete on time). Otherwise, all late work will receive a deduction of 10% off the total grade, per day it is late.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. You can register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. I want this class to be as accessible as possible for y'all -- so please let me know what you need.

UF Evaluations Process

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/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007
- c. The use of artificial intelligence or Chabot software is considered academic dishonesty. As indicated in the Honor Code, “A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source.”

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

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

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

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, and exams), field trips, private conversations between students in the class, or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Emails

I will get back to y’all within 48 business hours of receiving your email. If I fail to respond within that window, please resend your message! Although it is rare, occasionally an email slips by me. If it is urgent matter, please put that in the subject line so I can try to get back to you more quickly. Please send all messages through Canvas. You can message our TA about any questions related to grades you have received.

In-Class Work

Check Canvas for the readings and homework that should be completed by the time you come to class. Drafts for peer review must be ready by class time on the day of peer review. Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. Some in-class work cannot be made up so if you have an excused absence you may be given some other type of work to complete. In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.