

**The Art of Identity** Fall 2019  
IDS 2935  
T Periods 3 & 4 (9:35-11:30am)  
Th Period 3 (9:35-10:25am)  
TUR 2353

**Instructors**

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**Course Description**

How are personal and social identities constructed and how and why do they change? In what ways are identities personally, socially, or politically significant? How are our identities connected to our health, our community health, and, ultimately, global health? In this team-taught course, students will investigate these essential questions through personal enquiry, interdisciplinary arts-based research and practice, readings and discussions, and formal analytic writing. In this innovative and collaborative course, the focus is largely on how arts practice (looking, making, talking about, and art criticism) and health can intersect and be used to address practical goals.

**General Education Objectives and Learning Outcomes**

Humanities Description:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).

- 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 (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

#### Diversity Description:

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

#### Diversity SLOs:

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

#### Writing Description:

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

#### Writing Evaluation:

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructors will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

**QUEST 1 DESCRIPTION:** Quest courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

**QUEST SLOS:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

**These general education objectives will be accomplished through:**

Students will engage in personal examination of identity through both specific assignments and self-directed activities. In this course, students will:

- Examine a variety of perspectives and significant questions about identity and the interrelationships between human culture and the natural world. (H)
- Identify & examine behaviors that contribute to the creation of identity at the personal, community, and global levels both historically and in contemporary society. (D)
- Analyze how identity shapes modes of inquiry in connection to health and cultural domains. (D,H,W)
- Recognize that an individual's viewpoint is shaped by his or her experience and historical and cultural context in relation to their environment. (H,D)
- Analyze and evaluate students' cultural norms and values in relation to those held by others, and develop cross-cultural understanding. (D,W)
- Examine how geographic location and socioeconomic factors affect health, culture and the lives of individuals in the US and internationally. (D,W)

- Analyze and evaluate students' own cultural norms and values in relation to those of other cultures, and distinguish several (3-5) opportunities and constraints faced by other persons and groups. (D)
- Design and engage in structured and respectful dialogue with others that honor diversity and cultural heritage. (D)
- Create original artwork that explores identity of self, family, and community. (H)
- Analyze artwork and historical texts and reflect on these works in connection to identity and health. (H,W)
- Explore Socio-culturally defined functions of art and wellbeing in education and in the community.

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives through both formative and summative assessment.

**Required Textbooks/Reading**

All readings will be supplied by the instructors on Canvas through Course Reserves

**Course Schedule**

**Please note: The preferred method of communication is through e-learning in Canvas, where you will get the fastest response.**

**Please read the schedule carefully as some days are ONLINE in our CANVAS shell, FACE-TO-FACE in the classroom or elsewhere.**

Week	Topic Area
1	<p><b>Course introduction: Exploring identities through arts and health</b></p> <p><b>Tuesday, August 20, 2019- with Dr. Powell, Prof. Pufahl, and Dr. Sams</b></p> <p><b>Thursday August 22, 2019- with Dr. Powell, Prof. Pufahl, Dr. Sams, and special guest Dr. Bess de Farber</b></p>
<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;"><b><i>Positionality of identities: How are personal and social identities constructed?</i></b></p>	

2	<p><b>Role Theory: The identity of self</b></p> <p><b>Tuesday, August 27, 2019: Face-to-Face with Prof. Pufahl</b></p> <p><b>Thursday, August 29, 2019: Face-to-Face with Prof. Pufahl</b></p>
3	<p><b>Role Theory: Family and social atoms</b></p> <p><b>Tuesday, September 3, 2019: Face-to-Face with Prof. Pufahl</b></p> <p><b>Thursday, September 5, 2019: Face-to-Face with Prof. Pufahl</b></p>
4	<p><b>Role Theory: Social positions and community identity</b></p> <p><b>Tuesday, September 10, 2019: Face-to-Face with Prof. Pufahl</b></p> <p><b>Thursday, September 12, 2019: Face-to-Face with Prof. Pufahl</b></p>
5	<p><b>Role Theory: Intersectional identity</b></p> <p><b>Tuesday, September 17, 2019: Online with Prof. Pufahl</b></p> <p><b>Thursday, September 19, 2019: Face-to-Face with Prof. Pufahl</b></p>
<p><b>Essential Question</b></p> <p><b><i>Perceptivity of identities: How and why do identities change?</i></b></p>	
6	<p><b>Perceptivity: Identity &amp; story as interpretive truth</b></p> <p><b>Tuesday September 24, 2019 Face-to-Face with Dr. Powell</b></p> <p><b>Thursday, September 26, 2019 Online with Dr. Powell</b></p>
7	<p><b>Perceptivity: Myself, my body, art and anatomy</b></p> <p><b>Tuesday, October 1, 2019 Face-to Face with Dr. Powell</b></p> <p><b>Thursday, October 3, 2019 Face-to-Face with Dr. Powell</b></p>

8	<p><b>Perceptivity: Others and self, Rembrandt and Close Looking exercises ONLINE</b></p> <p><b>Tuesday, October 8, 2019 Online with Dr. Powell</b>  <b>Thursday, October 10, 2019 Online with Dr. Powell</b></p>
9	<p><b>Perceptivity: Making art about others and self</b></p> <p><b>Tuesday, October 15, 2019 -Face to face with Dr. Powell</b>  <b>Thursday, October 17, 2019- Online with Dr. Powell</b></p>
<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;"><b><i>Identity Geographies: In what ways are identities personally, socially, or politically significant?</i></b></p>	
10	<p><b>Identity and Health</b></p> <p><b>Tuesday, October 22, 2019- Online with Dr. Sams</b>  <b>Thursday, October 24, 2019- Face-to-face with Dr. Sams</b></p>
11	<p><b>Political identities: Disability, illness groups, stigma</b></p> <p><b>Tuesday, October 29, 2019- Online with Dr. Sams</b>  <b>Thursday, October 31, 2019- Face-to-face with Dr. Sams</b></p>
12	<p><b>Final project proposal development</b></p> <p><b>Tuesday, November 5, 2019- Meet with designated instructor by individual appointment</b></p> <p><b>Thursday, November 7, 2019- Face-to-face with Dr. Sams</b></p>
13	<p><b>Personal identities: Health behaviors and environments</b></p> <p><b>Tuesday, November 12, 2019- Online with Dr. Sams</b>  <b>Thursday, November 14, 2019- Face-to-face with Dr. Sams</b></p>

14	<p><b>Politics of illness: Navigating sickness, recovery, and staying well</b></p> <p><b>Tuesday November 19, 2019- Online with Dr. Sams</b>  <b>Thursday, November 21, 2019- Face-to-face with Dr. Sams</b></p>
	<b><i>Final projects</i></b>
15	<p><b>Tuesday, November 26, 2019 Face-to-Face with Dr. Powell, Prof. Pufahl, and Dr. Sams</b></p> <p>Final Projects  <b>Thursday, November 28, 2019</b></p> <p>NO CLASS- University Holiday</p>
16	<p><b>Tuesday, December 3, 2019- Face-to-Face with Dr. Powell, Prof. Pufahl, and Dr. Sams</b></p> <p>Final Projects</p>

### Evaluation of Grades

Assignment	Total Points
1. Story of Self/Photovoice (Week 2) (online submission #1)	40
2. Buchannan Reading/Reflection	10
3. Social Atom (Week 3) (online submission #2)	40
4. Oral History Project (Week 3) (online submission #3)	50
5. Role Theory Reading	10
6. Community Asset Map (Week 4) (online submission #4)	50
7. Intersectional Identity Map (Week 5) (online submission #5)	25
8. Film/Reflection	25
9. Essay 1: <b>Identity &amp; story as interpretive truth</b> (Week 6)	75
10. Essay 2: <b>Perception of others</b> (Week 8)	75
11. Essay 3: <b>Making art about self</b> (Week 9)	75
12. Final project proposals (Week 12)	100
13. Essay 4: <b>Politics of illness</b> (Week 14)	75
14. Final Project Narrative (Week 16)	125
15. Final Project Presentation (Week 16)	125
16. Discussion/Participation	100

- Students are expected to be actively engaged in discussion during each class. Participation can include in-class activities, presentations, in-class discussions and online discussions.

**Total Points**

**1000**

### **Written Assignments**

Essays (Weeks 6, 8, 9, 14) Minimum 3200 total words, 75 points each:

Essays must be typed and between 800-1000 words (or 2-3 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 10pt or 12 pt typeface such as Times Roman or Arial. Place your name and date with a number and title for the reading in the top left hand corner of the first page.

Make sure to include an introduction paragraph with a thesis statement, a text body that demonstrates critical reflection, and a conclusion paragraph that reflects upon your arguments. At least three scholarly references must be included and cited according to APA citation guidelines.

The following criteria will be used to assess the essays: 1) Content; 2) Organization and Coherence; 3) Argument and Support; 4) Style and 5) Mechanics. Refer to the Essay Grading Rubric for additional details.

Final Project Proposals (Week 12) Minimum 500 words, 100 points

In consultation with the instructors, you will create an original work of art in your discipline of choice (visual, digital, theater, spoken word, etc.) that is connected to identity and a health topic of your choice and present it to the class along with your process and rationale for your final project.

Proposals should be between 500-750 words and describe the creative work that you will produce for the final project. In your writing, include a description of the health topic related to identity that you have chosen, the creative medium that you will use, the audience for your work, and the potential impact of this work.

Final Project Narrative (Week 16) Minimum 750 words, 125 points

This 750-1250 word-narrative should describe in detail the work that you produced, how you created it, any challenges that you encountered. Please refer back to your project proposal as you write this narrative and reflect upon the differences between what you planned and how your project turned out.

Final Project Presentation (Week 16), 125 points

Your 5-10 minute presentation of your creative work should provide an overview of what you included in your narrative and share your work with the class. Please be creative in these presentations. These may include performances, online media or sharing of art work in-class. All presentations must be completed by the end of the last class period.

### **Written Assignment Rubric**

**Essays Wks 6, 8, 9, 14 (75 possible pts each)**

**Also used for Final Project Proposal (100 pts) and Final Project Narrative (125 pts)**



<b>Writing Rubric</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Exceptional</b>	
<b>CONTENT</b>	Papers either include a central idea(s) that is unclear or off- topic and provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate resources.	Papers either include a central idea that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient engagement of scholarly resources.	Papers include a clear central idea that is well developed but lacks support, either through weak argumentation or minimal engagement of scholarly resources.	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 resources.	
<b>Essays 75 Points</b>	<b>0-4</b>	<b>5-7</b>	<b>8-11</b>	<b>12-15</b>	
<b>FPP 100 Points</b>	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	
<b>FPP 125 points</b>	<b>5-10</b>	<b>11-19</b>	<b>20-22</b>	<b>23-25</b>	

<b>ORGANIZATION AND COHERENCE</b>	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.	Paragraphs are only loosely organized or the progression of ideas is unclear to readers.	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.	Paragraphs are well structured and include a clear introduction with a thesis statement and a strong conclusion.	
Essays 75 Points	<b>0-4</b>	<b>5-7</b>	<b>8-11</b>	<b>12-15</b>	
FPP 100 Points	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	
FPN 125 points	<b>5-10</b>	<b>11-19</b>	<b>20-22</b>	<b>23-25</b>	
<b>ARGUMENT AND SUPPORT</b>	Papers make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.	Papers provide only generalized discussion of ideas and rely on weak support for arguments.	Papers provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Papers use persuasive and confident presentation of ideas, strongly supported with evidence.	
Essays 75 Points	<b>0-4</b>	<b>5-7</b>	<b>8-11</b>	<b>12-15</b>	
FPP 100 Points	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	

<b>FPN 125 points</b>	<b>5-10</b>	<b>11-19</b>	<b>20-22</b>	<b>23-25</b>	
<b>STYLE</b>	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Papers may also use words incorrectly or not follow APA citation guidelines.	Papers display a weak use of vocabulary and writing style that frequently veers away from word choice or tone appropriate to the context, genre, and discipline. APA citation guidelines are not consistently followed.	Papers 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. APA citation guidelines are mostly followed.	Papers use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. APA citation guidelines are followed throughout.	
<b>Essays 75 Points</b>	<b>0-18</b>	<b>19-38</b>	<b>30-56</b>	<b>57-75</b>	
<b>FPP 100 Points</b>	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	
<b>FPN 125 points</b>	<b>5-10</b>	<b>11-19</b>	<b>20-22</b>	<b>23-25</b>	

<b>MECHANICS</b>	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.	Papers contain spelling, punctuation, or grammatical errors that make it difficult to understand the paper's argument or points.	Papers contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers will feature correct or error-free presentation of ideas.	
<b>Essays 75 Points</b>	<b>0-4</b>	<b>5-7</b>	<b>8-11</b>	<b>12-15</b>	
<b>FPP 100 Points</b>	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	
<b>FPN 125 points</b>	<b>5-10</b>	<b>11-19</b>	<b>20-22</b>	<b>23-25</b>	<b>Total Score</b>
<b>Totals</b>					

Final Presentation Rubric  
Total Possible Points 125

<b>Final Presentation Rubric</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Exceptional</b>	
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Comprehension of Key Ideas and Details	The student's creative work provides an inaccurate analysis or no analysis of the relationship between identity and health expressed in the piece(s).	The student's creative work provides a minimally accurate analysis of the relationship between identity and health, demonstrating limited comprehension of complex ideas expressed in the piece(s).	The student's creative work provides a mostly accurate analysis of the relationship between identity and health, explicitly and inferentially demonstrating full comprehension of complex ideas expressed in the piece(s).	The student's creative work provides an accurate analysis of the relationship between identity and health, explicitly and inferentially demonstrating full comprehension of complex ideas expressed in the piece(s).	
Points	5-10	11-19	20-22	23-25	
Development of Ideas	The student's ideas in the creative work are underdeveloped and are not related to the themes of identity and health.	The student's creative work addresses the themes of identity and health minimally through artistic elements by using limited purpose, details, and/or embellishment; the creative work's development is limited.	The student's creative work addresses the themes of identity and health, providing effective development through artistic elements by using clear purpose, details, and/or embellishment; the creative work's development is mostly consistent.	The student's creative work addresses the themes of identity and health and provides effective and comprehensive development through artistic elements by using clear purpose, details, and/or embellishment; the creative work's development is consistent.	
Points	5-10	11-19	20-22	23-25	

Organization	The student's creative work demonstrates a lack of design, clarity and cohesion.	The student's creative work demonstrates limited design, clarity, and cohesion and may or may not include a pathway for the audience to read and interpret the work.	The student's creative work demonstrates design, clarity, and cohesion and includes a pathway for the audience to read and interpret the work.	The student's creative work demonstrates effective design, clarity, and cohesion and includes a strong pathway for the audience to read and interpret the work.	
Points	5-10	11-19	20-22	23-25	
Clarity of Presentation/Performance	The student's creative work shows little to no awareness of presentation/performance norms, lacks the techniques, details, and content needed to clarify ideas.	The student's creative work shows limited awareness of presentation/performance norms and includes limited techniques, details, and content needed to clarify ideas.	The student's creative work attends to presentation/performance norms. The work includes specific and appropriate techniques, details, and content effectively to clarify ideas.	The student's creative work uses presentation/performance norms well to translate their message to the audience. The work includes specific and appropriate techniques, details, and content effectively to clarify ideas.	
Points	5-10	11-19	20-22	23-25	

Knowledge of Artistic Conventions	The student's creative work demonstrates little to no command of the conventions of the targeted artform consistent with model works with no clarity of meaning.	The student's creative work demonstrates limited command of the conventions of the targeted artform consistent with model works with very little clarity of meaning.	The student's creative work demonstrates somewhat consistent command of the conventions of the targeted artform consistent with model works with basic clarity of meaning.	The student's creative work demonstrates command of the conventions of the targeted artform consistent with model works with clarity of meaning.	
Points	5-10	11-19	20-22	23-25	Total score
Total Points					

### Grading Scale

Score Percent	Grade Points		
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

More information on grades and grading policies is here:

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

A minimum grade of C is required for general education credit.

## **Writing Requirement**

This course confers 2000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

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.

For writing assistance please contact the UF Writing Center:

<https://writing.ufl.edu/writing-studio/for-students/writing-assistance/>

**All writing assignments must conform to APA style guidelines. Please refer to:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Class Attendance and Make-Up Policy**

Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. 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>

## **Minimum Grade**

Students must maintain a minimum grade of a C to pass this class.

## **Late Work Policy**

Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment, if circumstances allow it. Include the methods by which students will be evaluated and their grade determined.

## **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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. 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.ua.ufl.edu/students/>. Students will be notified when the evaluation period



opens. They 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/>.

### **Class Demeanor**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

### **Technical Support**

Other Technical Requirements. You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable). The officially recommended technical requirements for e-Learning in CANVAS are described on this webpage:

<https://guides.instructure.com/m/4214/1/41056-which-browsers-does-canvas-support>

It's strongly recommended that you visit this page and ensure that your computer system meets the specifications outline there.

Technical issues can be addressed by going to <http://helpdesk.ufl.edu>

### **Materials and Supplies Fees**

There are no additional fees for this course.

### **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-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

Campus Resources:

### **Counseling and Wellness Center**

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161. University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### **Academic Resources**

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 2215 Turlington Hall. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>