

An Ounce of Prevention: Building Resilience in Communities

UF Quest 2

IDS2935, Sections 2SD1 and 28084

General Education: Social and Behavioral Sciences and Diversity

[Note: A minimum grade of C is required for General Education credit]

Spring 2021, T asynchronous/TH Period 5-6 (11:45 AM - 1:40 PM)

Tuesday Location: Asynchronous—see Canvas assignments

Thursday Location: MAT 0011

Instructor	
Jennifer Doty, Ph.D., CFLE 3038D McCarty D 352-273-3543 Canvas email (preferred), jennifer.doty@ufl.edu Office Hours: Thursdays 11-12:50	Class resources, announcements, updates, and assignments will be made available through the class Canvas site.

Course Description

We have become a “band-aid” society—when a social problem crops up like the opioid crisis, the obesity epidemic, or increases in human trafficking, we try to patch it up on the back end instead of heading off the problem from the start. Prevention science seeks to improve the health and well-being of individuals, families, and communities through empirical approaches to prevention and intervention. By looking at root causes of social problems early on, we can leverage prevention science to improve the health and well-being of individuals, families, and communities. This interdisciplinary Quest 2 course will provide you with foundational knowledge in prevention science, and each student will apply what they learn in this class in one of four laboratories focusing on cyberaggression, coparenting for child well-being, obesity or rural teen health among diverse populations of youth. Within each lab, students will have the opportunity to conduct research on a problem of their choosing. Students will learn: 1.) Background research to understand existing and emerging public health problems and threats to well-being; 2.) Rigorous scientific standards for the development and evaluation of evidence-based programs in areas such as health care, social services, and education; 3.) The use of prevention science research to inform policy at the national and local levels (e.g., health, education, child welfare, justice, drug and alcohol, and mental health systems); and 4.) Prevention research to reduce disparities—we will focus on understudied populations, inequality, and social justice. By reducing risk factors and increasing protective factors, we can systematically reduce the major social problems of our time, including drug and alcohol abuse, obesity, youth violence and bullying, and sexually transmitted diseases. This course meets the requirements of a General Education Social Sciences class.

Course Delivery

Tuesdays will have a pre-recorded asynchronous lecture and content delivery focus. Dr. Doty will be the lead instructor for Spring 2020 and coordinate guest lectures. To maximize discussion on Thursdays, if you are online, please keep your Zoom camera on and your mic muted unless talking. You may use a

background if you would like. If you have a personal reason for keeping your Zoom camera off, please let me know why you need to keep it off. Research leads (Dr. Duncan, Jackie Yourell or Natalie Koskela-Staples, and Melissa Fenton) will attend the first week of class, and guest speakers will lead lectures on their respective areas of expertise (e.g., substance use and obesity prevention). Each research lead will lead their own lab on Thursdays to give students a mentored prevention science research experience. There will be group activities on Thursdays that will require participation—if you are not working with your group during class that day, you will not get participation points. All research leads will have opportunities to provide feedback on standards of grading such as rubrics. Dr. Doty will hold regular, open office hours on Zoom, and research leads will meet with students by appointment if needed.

Quest 2 and Gen Ed Descriptions

Quest 2 Objectives:

1. 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.
2. 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.
3. 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 relevant to pressing questions concerning human society and/or the state of our planet.
4. 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.
5. Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.

Quest Course Student Learning Outcomes:

1. 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. (Content)
2. 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. (Critical Thinking)
3. 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 (Communication)
4. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

Social and Behavioral Sciences Objectives

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.

Social and Behavioral Sciences Student Learning Outcomes

1. Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (Content)
2. 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. (Critical Thinking)
3. Communicate knowledge, thoughts and reasoning clearly and effectively. (Communication)

Diversity Objectives

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. In this class, students will learn about the social determinants of health, structural inequalities, and health disparities.

Diversity Learning Outcomes

1. 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)
2. 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)

Course Objectives

This Quest course will provide a conceptual overview of the history, process, and methods of prevention science. We will cover examples of prevention science programs in topical areas such as substance abuse, obesity, sexual risk, and mental health, especially among populations that face health disparities. For example, we will examine the structural and social biases that contribute to substance abuse among immigrant families, obesity among Latinx and African American youth, and bullying among LGBTQ youth. To obtain a multidisciplinary perspective, guest speakers from criminology, education, neuropsychology, computer science, or health sciences will be invited to address the class each semester. Students will also learn basic research techniques for working with diverse communities in the field.

Student Learning Outcomes: Reflecting the curricular structures of Quest 2 and these Gen Ed designations, after taking An Ounce of Prevention, students will be able to:

1. Demonstrate understanding of multidisciplinary theories, research and practice relevant to prevention science and programs aimed at improving health (e.g., physical, behavioral, mental) and well-being of individuals and families across the lifespan. (Content SLO for Quest 2, Gen Ed Soc. Sci.)
2. Explain the history and influence of social determinants of health and structural inequalities on health, educational, and social disparities. (Content SLO for Quest 2, Diversity)
3. Describe preventative interventions with respect to health disparities, a pressing concern in our society, and acknowledge multiple points of view, including diverse and multicultural influences in prevention and intervention. (Critical Thinking SLO for Quest 2 and Diversity)
4. Critically analyze qualitative and quantitative research from a variety of disciplines to get different perspectives on key issues addressed by prevention science, including scientific journal articles, newsletters, and infographics. (Critical Thinking SLO for Quest 2, Gen Ed Soc. Sci., Diversity)
5. Explain prevention science content knowledge, including the history in parallel disciplines, basic principles, theoretical concepts, and multidisciplinary methods. (Communication SLO for Quest 2, Gen Ed Soc. Sci.)
6. Reflect on the role you could play as an individual and potentially as a prevention science professional in addressing social issues in collaboration with families, communities, practitioners, and policy. (Connection SLO for Quest 2, Gen Ed Soc. Sci., and Diversity)
7. Develop skills needed by professionals in prevention science, including effective collaboration with individuals from various backgrounds, problem solving, ethical decision making, and goal setting skills. (Connection SLO for Quest 2, Gen Ed Soc. Sci., and Diversity)

Required Readings

- Sloboda Z. & Petras H. (2014) Defining Prevention Science. New York: Springer.
- U.S. Department of Health and Human Services. (2018). Prevention Research Guide. https://www.childwelfare.gov/pubPDFs/guide_2018.pdf
- Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention. <http://www.preventionresearch.org/conferences/publications/standards-of-knowledge/>
- Selected Readings as outlined below

Course Schedule

Unit 1: Prevention Science Introduction	
Week	Topic Area
1	History and Introduction to Prevention Science
Thurs. Jan. 6	In person lecture Reading(s): Syllabus before class.

	<p>Chapter 11 of Defining Prevention Science: Petras, H. & Sloboda, Z. (2014). An integrated prevention science model: A conceptual foundation for prevention research, pp. 251-273.</p> <p>U.S. Department of Health and Human Services. (2018). Prevention Research Guide. pp. 26-33.</p> <p>Participation points due: Introduction, 5 pts</p> <p>To prepare for Labs: Begin IRB training, http://irb.ufl.edu/index/requiredtraining.html</p>
<p>2</p> <p>Tues. Jan. 11</p> <p>Thurs. Jan. 13</p>	<p>Research with Human Subjects: Ethical issues working with Diverse Communities</p> <p>Watch-Prerecorded Lectures Online Take Reading Quiz 1 on W 1 & 2 readings</p> <p>Reading(s): Elizabeth Bromley, Lisa Mikesell, Felica Jones, and Dmitry Khodyakov, “From Subject to Participant: Ethics and the Evolving Role of Community in Health Research”, <i>American Journal of Public Health</i> 105, no. 5 (May 1, 2015): pp. 900-908. DOI: 10.2105/AJPH.2014.302403</p> <p>Pisani et al. (2016). Human subjects protection and technology in prevention science: Selected opportunities and challenges. <i>Prevention Science</i>, 765-778.</p> <p>In-person Lecture Labs Online activity 1 due: Complete IRB training online, submit proof of completion, 10 pts</p>
<p>3</p> <p>Tues. Jan. 18</p> <p>Thurs. Jan. 20</p>	<p>Social Determinates of Health Inequalities and Promotion of Resilience</p> <p>Watch-Prerecorded Lectures Online</p> <p>Reading(s): Adler NE, Glymour MM, Fielding J. Addressing Social Determinants of Health and Health Inequalities. <i>JAMA</i>. 2016;316(16):1641–1642. doi:10.1001/jama.2016.14058</p> <p>Wendy R. Ellis, William H. Dietz, A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience Model, <i>Academic Pediatrics</i>, Volume 17, Issue 7, Supplement, 2017, Pages S86-S93, ISSN 1876-2859, https://doi.org/10.1016/j.acap.2016.12.011.</p> <p>In-person Lecture Labs Introduction to literature reviews—submit Research Question(s) and search criteria.</p>

	Bring to lab progress on Activity 2: Fill in the literature review table for an article for your lab on substance use, bullying, or obesity (TBA; Up to 20 pages), 10pts
Unit 2: Theory and Levels of Prevention Science	
4 Tues. Jan. 25	Theories of Change: Theory of Planned Behavior Watch-Prerecorded Lectures Online Participation points due: Meet with Dr. Doty, 5 pts Reading(s): U. S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pp.3-18) https://www.sbccimplementationkits.org/demandrmnch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf
Thurs. Jan. 27	In-person Lecture Labs Introduction to Mendeley. Activity 3 due: Fill in the literature review table for three articles for your lab to share on substance use, bullying, or obesity (Up to 20 pages), 10 pts.
5 Tues. Feb. 1	Theories of Change: Social Ecological Theory Watch-Prerecorded Lectures Online Take Reading Quiz 2 on W 3-5 readings Reading(s): Ferguson, K. T., & Evans, G. W. (2019). Social ecological theory: Family systems and family psychology in bioecological and bioecocultural perspective. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), <i>APA handbooks in psychology® series. APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan</i> (pp. 143-161). Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/0000099-009
Thurs. Feb. 3	In-person Lecture Labs Introduction to method and mentored working day Activity 4 due: Read assigned article on content analysis, quantitative analysis, or needs assessment (Up to 20 pages) and write up an annotative bibliography for the article, 10 pts

<p>6</p> <p>Tues. Feb. 8</p> <p>Thurs. Feb. 10</p>	<p>Levels of Prevention Science Research</p> <p>Watch-Prerecorded Lectures Online Review for Exam 1</p> <p>Reading(s): Chapter 1 of Designing Prevention Science: Cordova et al. (2014). Prevention Science, an Epidemiological Approach, pp. 1-26.</p> <p>Optional: Nation et al. (2003). What works in prevention: Principles of effective prevention programs.</p> <p>In-person Lecture Lab Mentored working day: content analysis, quantitative analysis, or needs assessment.</p> <p>Theory Paper Due: Tues. Feb. 10th</p>
<p>7</p> <p>Tues. Feb. 15</p> <p>Thurs. Feb. 17</p>	<p>Exam 1 Online</p> <p>In-person Lecture</p> <p>Activity 4 due Friday: Abstract drafts</p>
<p>Unit 3: Prevention Science Methods</p>	
<p>8</p> <p>Tues. Feb. 22</p> <p>Thurs. Feb. 24</p>	<p>Understanding Risk and Protective factors</p> <p>Watch-Prerecorded Lectures Online</p> <p>Reading(s): Chapters 1 & 2 of U.S. Department of Health and Human Services. (2018). Prevention Research Guide (pp. 3-26). https://www.childwelfare.gov/pubPDFs/guide_2018.pdf</p> <p>In-person lecture Mid-term Evaluation & Overview of the 2nd Half of the Semester Lab: Mentored working day.</p> <p>Abstracts Due: Thurs. Feb. 24th</p>

<p>9</p> <p>Tues. Mar. 1</p> <p>Thurs. Mar. 3</p>	<p>Evaluating Efficacy and Effectiveness</p> <p>Watch-Prerecorded Lectures Online Take Reading Quiz 3 on W 8 & 9 readings Reading(s): Chapter 12 of Designing Prevention Science: Rohrbach, L.A. (2014). Design of prevention interventions, pp. 275-291.</p> <p>In-person lecture Labs Discuss revision of analyses: content analysis, quantitative analysis, or needs assessment; Work on poster drafts in lab.</p> <p>Activity 6 due: Poster drafts</p>
<p>Tues. Mar. 8</p> <p>Thurs. Mar. 10</p>	<p>Spring Break!!</p>
<p>10</p> <p>Tues. Mar. 15</p> <p>Thurs. Mar. 17</p>	<p>Sustainability and Dissemination</p> <p>Watch-Prerecorded Lectures Online Reading(s): Chapter 13 in Defining Prevention Science: Sloboda, Z., Dusenbury, L., & Petras, H. (2014). Implementation science and the effective delivery of evidence-based prevention, pp. 293-314.</p> <p>In-person Lecture Labs Finalize posters in lab. Practice presentations to other labs</p>
<p>Unit 4: Preventing Social Problems and Promoting Resilience</p>	
<p>11</p> <p>Tues. Mar. 22</p> <p>Thurs. Mar. 24</p>	<p>Special Topics in Prevention Science: Substance Abuse Prevention</p> <p>Watch-Prerecorded Lectures Online Take Reading Quiz 4 on W 10 & 11 readings Reading(s): National Institute on Drug Abuse (2016). Principles of substance abuse prevention for early childhood: A research-based guide, pp. 21-28, 47-66.</p> <p>Lecture (guest speaker) Labs</p>

	Posters & Presentations Due: Thurs Mar. 24
12	Special Topics in Prevention Science: Obesity Prevention
Tues. Mar. 29	Watch-Prerecorded Lectures Online Dr. Doty available online Reading(s): Berge, J. M., & Everts, J. C. (2011). Family-based interventions targeting childhood obesity: a meta-analysis. <i>Childhood Obesity</i> , 7(2), 110-121. Bateman, L. B., O’Neal, L. J., Smith, T., Li, Y., Wynn, T. A., Dai, C., & Fouad, M. N. (2017). Policy, System and Environmental Correlates of Fruit and Vegetable Consumption in a Low-Income African American Population in the Southeast. <i>Ethnicity & disease</i> , 27(Suppl 1), 355-362. O’Neal, L.J., Bateman, L.B., Smith, T.V., Li, Y., Wallace, T., Dai, C. & Fouad, M.N. (2018). An Exploration of Multi-level Physical Activity Correlates among African Americans in Low-Resource Communities. <i>Family & Community Health</i> , 41(4): 197-204.
Thurs. Mar. 31	Lecture (guest lecture) Online Activity 6 due: Draft of research questions and/or hypotheses for research proposal. Attend Virtual Undergraduate Research Symposium Presentations: Tentatively Apr. 5th
13	Special Topics in Prevention Science: Youth Crime Prevention (Guest Speaker)
Tues. Apr. 5	Watch-Prerecorded Lectures Online Take Reading Quiz 5 on W 12 & 13 readings Reading(s): Lane, J. (2018). Addressing juvenile crime: What have we learned, and how should we proceed? <i>American Society of Criminology</i> , 17(2), 283-307. Stevens, T., & Morash, M. (2015). Racial/ethnic disparities in boys’ probability of arrest and court actions in 1980 and 2000: The disproportionate impact of “getting tough” on crime. <i>Youth violence and juvenile justice</i> , 13(1), 77-95.
Thurs. Apr. 7	Labs Processing Undergraduate Research Symposium experience—reflection on what went well, what could be improved Research Proposal Due: Tues. April 7th
14	Special Topics in Prevention Science: Bullying and Cyberbullying Prevention

- Research proposal (700 words)—You will choose a social issue (for example, substance abuse, obesity) and write a prevention research proposal to reduce risk factors and/or increase protective factors for that issue. Using complete paragraphs, please answer the following questions: Why is the issue you chose important to address in our current society? What social determinants of health contribute to this problem? What steps could be taken to reduce risk and increase protection against this issue? Cite at least two class readings and provide references in APA style. (Social Behavioral Sciences SLO #2 and Diversity SLO # 1 & 2—Critical Thinking)
- Reflection: class learning (350 words)—This paper will give you the opportunity to self-reflect on your intellectual, personal, and professional development at UF and beyond. Please answer the following questions: How has this class changed the way you think about social issues, intellectually and personally? How might you apply the ideas you’ve learned about in this class to your future career? (Social Behavioral Sciences SLO #3—Connection)
- Field Experience: Students will have the opportunity to do research in the field and reflect on the experience. For example, depending on which lab they are a part of, they will have opportunities to participate in focus groups, survey collection, citizen action meetings, online observations, or community education. Training for field experiences will be provided, and students do not need to have prior experience to participate. (Social Behavioral Sciences SLO #2 & 3—Critical Analysis and Connection)
- Online and In-class Activities: At least 3 in-class activities will promote synthesis of in-class content and application to future career possibilities. Students will receive full credit for participating in these formative exercises (Social Behavioral Sciences SLO #3—Connection).
- Group Research Project: Students will write an abstract for the Undergraduate Research Symposium (200 words), prepare a scientific poster, and present at the Undergraduate Research Symposium (Quest Course SLO # 3 & Social Behavioral Sciences SLO #3—Connection)
- Exams: Students will demonstrate understanding of Prevention science theory and methods as well as application to social issues (Quest Course SLO # 1, Social Behavioral Sciences SLO #1, Diversity SLO #1—Content)

Exam 1 (History, Ethics, Theory, Populations)

Exam 2 (EBPs, Methods, Effectiveness, Dissemination)

Field Experience

Each student will have the opportunity to participate in one of four lab experiences. On the first day of class you will rank order which lab experience you would like to work on, and we will do our best to assign you to your first or second choice. The lab meeting will be on Thursdays after lecture for 50 minutes. Attendance is required.

- Dr. Doty's Parent-Based Prevention of Bullying (PB²) Lab—Students in this lab will have the opportunity to receive training in qualitative or quantitative analysis. They will learn about an pilot trial to optimize an evidence-based parenting program to prevent bullying and cyberbullying and promote adolescent mental health and may analyze data related to cyberbullying prevention. Experiential learning opportunities may include participation in data collection in online focus groups about racialized cyberbullying and online discrimination. Data analysis: focus group analysis or quantitative regression analysis.
- Dr. Duncan's research examining healthy couple, coparenting, and family relationships — Students in this lab will have the opportunity to engage in research examining the individual, dyadic, and sociocultural factors that influence family relationship processes. There may be opportunities to engage with a healthy relationship programs serving diverse populations (e.g., adolescent parents, parents engaged in the child welfare system) or explore state-wide youth survey data. Data analysis: descriptive statistics, regression analyses
- Jackie Yourell's and Natalie Koskela-Staples' Team, Helping Encourage Adolescents Lead Their Health (HEALTH) Lab—Students in this lab will have the opportunity to receive training in qualitative analysis and recruiting participants. They will learn about parental influences (barriers and facilitators) on physical activity engagement among adolescents with comorbid asthma and obesity to help identify ways to promote physical activity among this vulnerable group. Experiential learning opportunities may include participation in data collection in online interviews with parents and adolescents. Data analysis: qualitative interview analysis.
- Melissa Fenton's Rural Family Risk and Protective Factors Project—Students in this lab will conduct secondary data analysis on a large-scale dataset of students in Florida. They will learn about family influences on rural adolescents' susceptibility to alcohol abuse. Experiential learning opportunities will include acquisition of data presentation skills. Data analysis: descriptive statistics, analysis of group differences.
- Katherine Vasquez's First-Generation College Student Financial Literacy Needs Assessment and Intervention Exploration. The goal of this project is to examine how and where first-generation college students learn financial literacy including participation in the first-year, financial literacy workshop and to assess financial literacy gaps in knowledge. This project will also investigate if pandemic-related instability (financial, housing, food etc.) has impacted interest or appreciation for financial literacy education in first-generation college students

Guided by each researcher and working in a group, students will prepare a presentation for the Undergraduate Research Symposium each semester. This course might point students toward getting involved in research experiences with prevention science across campus, including in education, criminology, psychology, social work, and health sciences.

Grading

Writing assignments:

Theory application paper (700 words)

40 points

Research proposal (700 words)	40 points
Reflection: class learning (350 words)	20 points
Participation points	50 points
Community Experience & UG Research Day	50 points
Field Experience Activities (5 of 6, lowest score dropped):	50 points
Quizzes (5 of 6, lowest score dropped)	50 points
Group Research Project:	
Abstract (250 words, written individually)	25 points
Poster	50 points
Presentation	25 points
Exam 1 (History, Ethics, Theory, Populations)	100 points
Exam 2 (EBPs, Methods, Effectiveness, Dissemination)	100 points
Total	600 points

Grading Scale

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B+	3.00
80.0-83.3	B-	2.67
76.6-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60-63.3	D-	0.67
0-59.9	E	0.00

A minimum grade of C is required for general education credit. More information on grades and grading policies is here:

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

Policies

Class Attendance

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>. ”

Class attendance is expected. Students are allowed two discretionary absences to cover excused and unexcused absences. Additional absences that meet the standard of “excused” per UF’s policies [LINK] may be allowed, otherwise each absence beyond two will result in five points off the final grade.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 10% grade penalty for each 24 hour period it is late. To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first 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. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

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 specifies a number of behaviors (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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 302 Tigert Hall for one-on-one consultations and workshops.