

What's love got to do with it?

Quest 2 Syllabus



Image from [ideas.ted.com](https://www.ted.com/ideas)

Primary General Education Designation: Social and Behavioral Sciences

I. Course Information

Quest 2 IDS2935

Spring 2022

Class Time & Locations:

Tuesdays 3:00-4:45 ([Architecture Building 0213](#))

Thursdays 3:00-3:50 ([Williamson Hall 0202](#))

Office hours: Mondays 12-1pm (and by appointment)

[Enter Zoom here - for office hours and any synchronous online classes](#)

Meeting ID: 921 6523 1254 Passcode: 704479

General Education Designation: [Social/Behavioral Sci., WR 2000]

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

Instructor

Dr. Jessica-Jean Stonecipher

Email: stonecipher@ufl.edu* (I prefer you message me through Canvas)

Office location: 2215K Turlington Hall

Office phone: 352-846-1138

Course Description

Romantic love is something most people will 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 an array of current social and behavioral theories, diverse cultural, political, rhetorical, and economic issues related to and influencing the way people seek, speak about, and pursue romantic relationships, and 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 new ideas and frameworks and will be asked to engage in debates important to how love is portrayed, studied, and sought within their worlds.

Required Course Materials (to purchase/rent)

- 1.) Solomon, Alexandra. *Loving Bravely: Twenty Lessons of Self-Discovery to Help You Get the Love You Want*. New Harbinger Publications. ISBN 978-1626255814.
- 2.) Wade, Lisa. *American Hookup: The New Culture of Sex on Campus*. W. W. Norton & Company. ISBN 039328509X.

Other Assigned Readings (provided through Canvas)

Statement on Materials and Supplies Fees

N/A

II. Coursework & Schedule

1. List 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.	N/A	200
Power Couple Presentation	Each student will work in a group to choose one real or fictional couple to analyze. They will apply at least three theories/ideas from the readings and class to the couple which will help them to determine future recommendations for the couple. Students will also briefly present their findings to class and provide discussion questions for the class related to their couple and the week's reading.	N/A	50
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.	500	150
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 choosing (local paper, congressperson, partner, parent, blog, etc.)	N/A	100
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.	1500	200
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	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.	N/A	100

2. Weekly Course Schedule (subject to change)

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 1/6	Getting Started: What is romantic love? And what do we know about it? Course Overview Expectations for Class	Critical analysis—images, lyrics, music videos, film excerpts, experiences, stories	n/a	n/a
Week 2 1/11	What are Social Sciences and how do they help us understand Romantic Love – What do we want to know? Exercise: Who are you looking for? What makes a good partner?	Close reading—text, Define fundamental concepts in small groups and as larger class Introductory DB	Solomon, “Introduction” p.1-9 and “Lesson One” p.12-19 & Wade, “Introduction: The New Culture of Sex” p13-25.	Reading & Reflection Journal #1
1/13	Exercise: Creating a Class Playbook	Experiential Learning Exercise – Reflect & Analyze		Syllabus Reflection due
Week 3 1/18	Understanding our Histories – Where do our ideas about romantic love come from?	Close reading—text, Discuss and analyze strengths and limitations of different research methods mentioned in text as well as ethics of research	Solomon “Lesson Two” p.20-28 and “Lesson Three” p.29-36. 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

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
1/20	Exercise – Which character are you? What’s your story? Power Couple Presentation – Dr. Stonecipher	Close reading—text Synthesize ideas about research methods from text		
Week 4 1/25	Theories of Love	In-Class Workshopping Close reading—text Define fundamental concepts in small groups and as larger class Introduce Interview Assignment	On Canvas. Miller, “Chapter 1: The Building Blocks of Relationships” p. 1-40. Solomon “Lesson Four” p. 38-47	n/a
1/27	Power Couple Presentation, Group 1 Exercise, How to Learn About Love, Interview Practice	Close reading—text Synthesize readings and ideas on theories of love in small groups		Schedule Interview
Week 5 2/1	Sexuality	Close reading—text Define fundamental concepts in small groups and as larger class	Solomon “Lesson Five” p. 48-59 Solomon, “Lesson Six” p.62-71 “Chapter 3: Sex in Drunkworld” p. 71-91.	Reading & Reflection Journal Entry #3
2/3	Power Couple Presentation, Group 2 Exercise: How have you learned about sex & sexuality?	Close reading—text Compare ethnographic research methods to autoethnographic research methods, synthesize differences as a class		Submit Interview Notes & Reflection

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 6 2/8	Love & Politics	Close reading—text Identify issues of interest related to romantic love Discuss: Love Letter Assignment How to choose an audience & write forthem	Wade, “Chapter 4: Opting Out” p. 92-112 and “Chapter 5: Opting In” p. 113-133.	Reading & Reflection Journal Entry #4
2/10	Exercise: Where/When/Who/How can I love?	Close reading—text Develop ideas for Love Letters project and outline approaches in small groups	Excerpt from, <i>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</i> – Available on Canvas.	Submit Interview Synthesis
Week 7 2/15	Technology & Romance	Peer Review & In-Class workshopping Close reading—text Define relationships between race and identity in romantic love, large group Theories of Unlimited Choice	Solomon, “Lesson Seven” p. 72-81 Solomon, “Lesson Eight” p. 82-88 Wade, “Chapter 6: Careless and Carefree” p. 134-157 & “Chapter 7” Unequal Pleasures” p. 158-179”	Reading & Reflection Journal Entry #5
2/17	Power Couple Presentation, Group 3 Exercise: How to catch a Ghost/The Case for Settling	Close reading—text Explore the changing role of technology in romantic love and assess the impacts – small groups Identify future areas for study	Read in Class: Excerpt from 40000 Weeks	

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 8 2/22	Love & Money	Close reading—text Connect economic policies and realities to experiences of romantic love and analyze the intersections	Solomon “Lesson Nine” p. 89-96 Solomon, “Lesson Ten” p.97-105 Excerpt from “Your Money or Your Life” on Canvas. Wade, “Chapter 8: Wanting to be Wanted” p. 180-201.	Submit letter Reading & Reflection Journal Entry #6
2/24	Exercise: Is love free?	Close reading—text Analyze personal experiences of romantic love in relation to this week’s readings and topic		Bring draft of research report abstract to class
Week 9 3/1	Dating & Consent	Define fundamental concepts in small groups and as larger class	Excerpt on Consent – Available on Canvas. Wade, “Chapter 9: Flirting with Danger” p. 202-223	Reading & Reflection Journal Entry #7
3/3	Power Couple Presentation, Group 5 Exercise: Normalizing Consent			Submit finalized research report abstract
Week 10 3/8	SPRING BREAK	N/A	Go wild folks! Within reason!	n/a
3/10				

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 11 3/15	Research Report Virtual Group Conferences		Solomon, "Lesson Eleven" p.108-123 and "Lesson Twelve" p.124-133. Group Writing Workshops with Instructor – bring printed Research Report Abstract & Outline & Questions!	Submit outline for Final Research Paper before Conference
3/17	Research Report Virtual Group Conferences	Analyze personal experiences of romantic love in relation to this week's readings and topic	Solomon, "Lesson Thirteen" p. 134- 147 and "Lesson Fourteen" p.147- 156. Solomon, "Lesson Fifteen" p.157-168	Submit outline for Final Research Paper before Conference
Week 12 3/22	The Rhetoric of Romance	Define fundamental concepts in small groups and as larger class Critiquing Cultural Commentary Watch in Class: Send Bobs, Hovey Benjamin	Excerpt from <i>Mating in Captivity</i> by Esther Perel – Available on Canvas. and Miller "Chapter 14: Maintaining and Repairing Relationships" p. 420- 440. Solomon, "Lesson Sixteen" p. 170- 179.	Reading & Reflection Journal Entry #8
3/24	Power Couple Presentation, Group 6 Exercise: Worst Love Notes/Texts EVER	Examine and explain research methods presented in text		n/a

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 13 3/29	Domestic Labor & Domestic Partnerships	Define fundamental concepts in small groups and as larger class Examine and explain research methods presented in text	Wade "Chapter 10: Moving On" p. 224-240 and "Conclusion: Changing the Culture" p. 241-248	Reading & Reflection Journal Entry #9
3/31	Exercise, Attributing Labor, Calculating Costs	Draw connections between research, reflections, and experiences		
Week 14 4/5	Marriage & Partnerships Pt. 1	Articulate and critique personal beliefs and behaviors related to romantic love Communicate research reports to others Draw connections between research reports and experiences	Solomon, "Lesson Seventeen" p, 180-188; "Lesson Eighteen" p. 189-199; "Lesson Nineteen" p.200-206.	Final Reading Reflection #10
4/7	Exercise: How do you know? What does it look like? Where do expectations come from? Power Couple Presentation, Group 7	Articulate and critique personal beliefs and behaviors related to romantic love Communicate research reports to others Draw connections between research reports and experiences		Present autoethnographic research in class
Week 15 4/12	Marriage & Partnerships Pt. 2	Articulate and critique personal beliefs and behaviors related to romantic love	Solomon, "Lesson Twenty" p.207-213 and "Conclusion" p. 214-218	Present autoethnographic research in class

Week/ Date	Topic (Question/Subject)	Soc/Behav. Sciences + Q2 Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
		Communicate research reports to others Draw connections between research reports and experiences		
4/14	Exercise: Problem Solving, How do you want a conflict to start? To end?	Draw connections between research, expectations, and experiences		
Week 16 4/19	The Future of Love Exercise: What does your future hold?	Articulate and critique personal beliefs and behaviors related to romantic love Communicate research reports to others Draw connections between research reports and experiences Draw connections between research, expectations, and experiences		Present autoethnographic research in class

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up assignments and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

COVID Policy: <https://coronavirus.ufl.edu/university-updates/sept-18-clarification-of-attendance-verification-of-illness-and-covid-protocol.html>

- Attendance: is required if students are healthy and have not been exposed to COVID-19. The policy of the University Writing Program is that if a student misses more than six periods during a semester, they will fail the entire course. Missing class on a double period counts as two absences. Work in class cannot be made up unless the student has an excused absence. The UWP exempts from this policy only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. If students miss three or more classes they will receive a deduction of ½ a letter grade (50 points) from their final grade.
- Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates and material covered in class. This is a great time to ask one of your many friends from class to take notes for you. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
- Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date during the middle of the semester schedule a conference if you are earning below 70% of the possible points.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

	High Quality (90-100 points)	Average (70-89 points)	Needs Improvement (0-69 points)
Informed: Shows evidence of having done the assigned work.			

Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

3a. WR Statements and Grading Rubric

This course confers 2,000 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. The journal entries however, will be graded only on content and coherence.

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. Thus, to earn WR-E6 credit, students must complete all the major writing assignments.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide 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 identifiable structure for topics, including a clear thesis statement and topic sentences.	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 structure.	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 a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure 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.

4. Grading Scale

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

A	94 – 100% of possible points		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%		F	<60

IV. Quest Learning Experiences

5. Course Delivery and Engagement

Number of Seats Anticipated: 35

Delivery Method: This is a traditional face-to-face course (now taught remotely) focused on the written and spoken exchange of ideas. Students will be engaged through a combination of lecture and class discussion with the instructor and one another, as well as through feedback from the instructor on their written work. Classes will focus on direct content delivery, reading reflections, and small group discussions. We will also have group activities such as writing workshops, peer reviews, and immersive learning experiences. Lectures will introduce core knowledge of the week's topic while readings, reflections, and activities will allow students to more personally engage with material.

6. 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 some autoethnographic observations and reflections, write a letter to a local elected official, and conduct interviews to learn about romantic love from others.

7. 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.

8. What is the essential/pressing question your course explores?

The main questions this class explores are: 1) What is romantic love, how has it developed over time and how does it continue to change? 2) Why do we pursue it? What are students' individual attitudes toward and expectations of romantic love and partnerships.

III. General Education and Quest Objectives & SLOs

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

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	...enhance critical communication and writing skills ...present students with opportunities to identify and address societal problems and issues and	...identifying important areas of current and future research and policy and presenting project results via multiple modalities including journaling, class

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...)
	quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	well as personal problems and issues related to romantic love	presentations, student-led activities, 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...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	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.	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.	Class participation, short-answer writing, small group discussion and review of readings, and an autoethnographic research report.
Critical Thinking	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.	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.	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.	Class participation, an individual letter-writing assignment, written reflection journals, and an autoethnographic research report.

	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...
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	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.	Develop and present novel personal and policy-based approaches to improve experiences, understandings, and equitable accessibility of romantic relationships in the United States.	Class participation, an interview synthesis report, an individual letter-writing assignment, and an in-class presentation.
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.

10a. This Course's Objectives and Student Learning Outcomes (SLOs)—Gen Ed Secondary Area

IV. Required Policies

11. Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) 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.

12. 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/>.

13. 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. 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.

14. 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.

15. 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.

16. Recordings on Zoom

Some portions of this course may be recorded. The instructor will announce when a recording is taking place. Students who keep a camera on and display a profile image are consenting to have these recorded as part of the session. Likewise, students who participate orally are consenting to have their voices recorded. If a student does not consent to being recorded, then the student should turn off the camera and microphone during the recorded session. The chat feature may be used for class activities. Chat content may be recorded but will only be shared with consent. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students should inform instructors of accessibility or technology assistance before the course begins.

V. Course Policies

17. Emails

a. Response Times

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, put that in the subject line so I can try to get back to you more quickly. Please send all messages through Canvas.

b. Syllabus & Procedure & Policy Questions

You can email me any questions or concerns you have about the course or assignments, but please don't email me to ask me when an assignment is due or the wordcount for an assignment. You can check the syllabus tab, view the assignment instructions, or view the Calendar within Canvas to see when assignments are due and learn more about them. I will add assignments as we learn about them in class. If you have any policy or procedure questions please check the syllabus before you email me.

c. Late Work

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 5% off the total grade, per day it is late.

All student can have one 48-hour late pass on one assignment each semester!

d. Questions about Grades

Please email me any questions you have about your grades. We won't have time in our lectures, but I am happy to answer questions in my office hours or via email.

18. Help with Canvas

If you are having trouble using Canvas, please call the UF Help Desk first! If they cannot help you or the problem persists please email me to let me know.