



Sports as Social Science

I. Course Information

Quest 2 Theme: Identities

Spring 2025

Meeting Day/Time:

Tu Period 8 - 9 (3:00 PM - 4:55 PM)

Th Period 9 (4:05 PM - 4:55 PM)

Location: [MAEB0211](#)

Primary General Education Designation: [Social & Behavioral Sciences](#)

Writing Designation (if seeking): [Writing Designation \(WR\) 4000 words](#)

Instructor: Dr. Drew Brown

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Office hours: TBA (and by appointment)

Teaching Assistant: Anthony Farace

Email: afarace@ufl.edu

Office location: TBA

Office hours: TBA

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

Course Description:

A social science approach to examining issues in sports. Students employ qualitative and quantitative analysis, deepening their understanding of social science research. Presents a multidisciplinary approach that enhances skills in understanding societal issues through sports.

This course uses social science research methodologies to explore the multifaceted relationship between sports and U.S. society, and answer the pressing question, “What can we learn from sports?” By studying sports as a lens into broader social phenomena, students will effectively analyze and evaluate qualitative or quantitative data to develop a deeper understanding of social science research and its application to real-world contexts. Through a critical examination of the multi-disciplinary dimensions of sports, students will learn how to conduct research using various social science methods and approaches that are relevant to pressing questions concerning human society. Through social science research, students will learn how sports can

be studied to better understand social issues, enhancing their intellectual, personal, and professional development.

Course Goals:

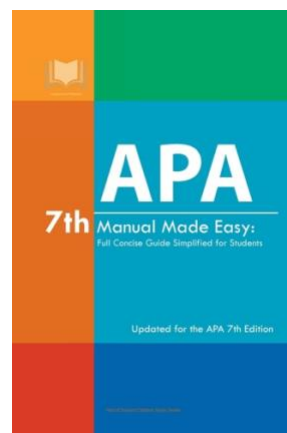
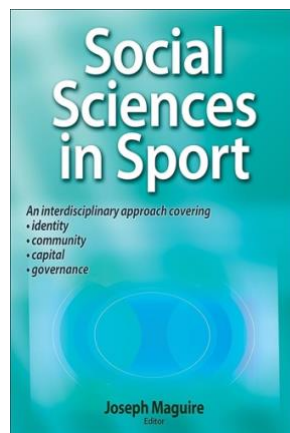
1. To understand the social and cultural significance of sports within society.
2. To examine key theories and approaches within social science research.
3. To develop practical skills in designing and conducting social science research on sports.
4. To analyze and critically evaluate research findings related to sports and society.
5. To apply social science research to contemporary issues in sports and society.

Required Course Materials (to purchase/rent):

1. Bhattacharjee, Anol. *Social science research: Principles, methods, and practices*. USA, 2012.
[Link](#)
2. Maguire, Joseph, ed. *Social sciences in sport*. Human Kinetics, 2014.

Recommended Course Materials:

Publication manual of the American psychological association. 7th Edition, American Psychological Association, 2020. ([Book](#)) ([Webpage](#))



II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Points
Quizzes (11)	There will be quizzes that evaluate the reading assignments. The lowest quiz will be dropped.	40
Test 1 & 2	There will be two tests to evaluate students' mastery of the course material.	50
Paper #1: Pre-Research Analysis	Write a 500 to 550-word paper that analysis the social significance of researching a sports-related topic.	10
Paper #2: Topic Introduction	Write a 600 to 650-word Introduction and thesis statement that presents your topic.	10
Paper #3: Literature Review	Write a 900 to 950-word Literature Review that synthesizes relevant literature, examines key themes and findings, and identifies gaps in research for a chosen research topic.	15
Paper #4: Group Methodology	Write a 900 to 950-word Methodology that outlines the theoretical framework and research methods for a research project.	15
Paper #5: Group Data and Findings	Write a 1400 to 1600-word Data Coding and Findings section for your research paper that outlines the key themes, trends and/or other findings. Students will participate in various field data collection methods and document findings.	30
Paper #6: Post-Research/Conclusion	Write a 500 to 550-word Conclusion that analyzes the practical applications of their research findings in the real-world.	10
Group Presentation of Analysis:	Prepare a 10–12-minute presentation summarizing a chosen research project and how the research impacted their own intellectual, personal, and professional views.	20
	Total:	200

2. Weekly Course Schedule (Tuesday/Thursday Classes)

Module	Activity:	Topic/Assignment: (Subject to change)	Assigned Work Due:
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Section 1: Introduction

Module 1	Topic:	Course Introduction	
	Summary:	This module provides an overview of the course and its goals, introducing students to the field of sports as social science research. Students will learn about various social science research methods and approaches and understand the significance of sports as a topic for social science research.	
	Concepts and Theories:	Social science, sport	
	Lectures:	Introduction to social science research methods Understanding the role of sports in social science research	
	In-class Activity:	-----	
	Readings/Films:	Syllabus	
	Assignments:	-----	

Week 2	Topic:	Introduction to Social Science Research	
	Summary:	This module provides an overview of the course and its goals, introducing students to social science research. Students will be introduced the various social science research methods and approaches and understand the significance of social science research.	
	Concepts and Theories:	Theory, Scientific, Approach, Humanities vs. Social Science	
	Lectures:	Introduction to social science research: What is it and why do we do it?	
	In-class Activity:	-----	
	Readings/Films:	(Chapter 1: Introduction to Research) Bhattacharjee, Anol. <i>Social science research: Principles, methods, and practices</i> . USA, 2012.	
	Assignments:	Quiz #1 Paper #1: Pre- Research Analysis	

Week 3	Topic:	Introduction to the Study of Sport	
	Summary:	This module introduces key concepts and theories in sports studies. It covers the interdisciplinary nature of the field and explores the social construction of sports.	
	Concepts and Theories:	Sport, Leisure, and play	
	Lectures:	Introduction to the study of sport: What is sport and why does it matter? Introduction to interdisciplinary approaches in studying sports and society APA Style Formatting	

	In-class Activity:	-----	
	Readings/Films:	(Chapter 1) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014. Sage_The Annals of the American Academy of Political and Social Science, Sep., 1979, Vol. 445, Contemporary Issues in Sport (Sep., 1979), pp. 1-14	
	Assignments:	Quiz #2	

Section 2: Theoretical Frameworks in Sports and Society Research

Week 4	Topic:	Dynamics of race and racial inequality in sports	
	Summary:	This module delves into the dynamics of race and racial inequality within the realm of sports. Students will examine the historical and contemporary issues surrounding in sports.	
	Concepts and Theories:	Race, Ethnicity, Identity, Class	
	Lectures:	Historical perspectives on race and sports Representation and underrepresentation of minorities in sports Politics and social activism in sports	
	In-class Activity:	Discussion on social constructions	
	Readings/Films:	(Chapter 9) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014.	
	Assignments:	Quiz #3	

Week 5	Topic:	Dynamics of Gender and Sexuality in Sports	
	Summary:	They will explore the intersects of various social groups such as gender, nationality, and socio-economic status in sports contexts.	
	Concepts and Theories:	Women in sports Masculinity of sports Issues of gender-race-sexuality in sports	
	Lectures:	Multi-Identity Issues: race, gender, nationality, and socio-economic status in sports	
	In-class Activity:	Discussions on gender categories in sports	
	Readings/Films:	(Chapter 5) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014.	
	Assignments:	Quiz #4	

Week 6	Topic:	Marketing and Culture in Sports	
	Summary:	This module will explore the role of marketing and culture in the sports industry. Students explore the ways in which marketing techniques and strategies are applied in sports to promote events, attract sponsors, and engage audiences.	
	Concepts and Theories:	Sports and culture	
	Lectures:	Sports communication and marketing	
	In-class Activity:	Discussion on culture vs race	
	Readings/Films:	(Chapter 4) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014. (Chapter 7) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014.	

	Assignments:	Quiz #5 Paper #2: Topic Introduction	
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Week 7	Topic:	Sports and Economics	
	Summary:	This module explores the economic aspects of sports. Students will examine the economic impact of sports events and franchises on local economies, including job creation, tourism, and infrastructure development. They will also analyze the economics of sports organizations, including revenue generation, salaries, and financial management. Additionally, they will explore the role of sponsorship, broadcasting rights, and ticket sales in sports economics.	
	Concepts and Theories:	Capitalism, NIL, Mediation, Advertisement	
	Lectures:	Economics of sports organizations: Sponsorship, broadcasting rights, and ticket sales Player Value: Salaries, contracts, and the NIL dilemma	
	In-class Activity:	-----	
	Readings/Films:	(Chapter 8) Maguire, Joseph, ed. <i>Social sciences in sport</i> . Human Kinetics, 2014.	
	Assignments:	-----	

TEST 1			
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Section 3: Conducting Research

Week 8	Topic:	Literature Review	
	Summary:	This module focuses on the process of conducting a literature review in sports and society research. Students will learn how to search for and critically evaluate academic sources, synthesize research findings from multiple studies, and identify knowledge gaps in the existing literature to inform their own research.	
	Concepts and Theories:	Review of literature, Abstracts, Synthesizing, Gaps	
	Lectures:	The Importance of Literature Review and Techniques for searching and evaluating Literature Synthesizing and Identifying Gaps in the Literature	
	In-class Activity:	Conduct a short literature review	
	Readings/Films:	(Chapter 1: Literature Review) Hart, Chris. "Doing a literature review: Releasing the research imagination." <i>Doing a Literature Review</i> (2018): 1-352.	
	Assignments:	Quiz #6 Paper #3: Literature Review	

Week 9	Topic:	Methodology and Research Methods	
	Summary:	This module focuses on the process of research design and methodology in the context of sports and society. Students will learn how to formulate research questions, select appropriate research methods, and consider ethical considerations in their research.	

	Concepts and Theories:	Quantitative, Qualitative, Mixed method	
	Lectures:	Method vs Methodology	
	In-class Activity:	Conduct short methods paragraph	
	Readings/Films:	(Chapter 2: Basics of Empirical Research) Bhattacharjee, Anol. <i>Social science research: Principles, methods, and practices</i> . USA, 2012.	
	Assignments:	Quiz #7 Paper #4: Methodology and method	

Week 10	Topic:	Data Collection	
	Summary:	This module focuses on the various methods and techniques of data collection in sports and society research. Students will learn about different data collection methods such as surveys, interviews, observations, and secondary data analysis. They will also explore considerations for sample selection, ethical guidelines, and data quality in sports research	
	Concepts and Theories:	Data set, Surveys, Interviews, and Observations	
	Lectures:	What is Data?: Surveys, Interviews, and Observations	
	In-class Activity:	Conduct class data collection	
	Readings/Films:	(Chapter: Data Collection - 3.9 & 3.10) Bhattacharjee, Anol. <i>Social science research: Principles, methods, and practices</i> . USA, 2012.	
	Assignments:	Quiz #8	

		Paper #5: Data and Findings	
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Week 11	Topic:	Data coding and findings	
	Summary:	This module focuses on the process of coding and analyzing data in sports and society research. Students will learn how to code and categorize qualitative data, analyze quantitative data using statistical software, and interpret their findings. They will also explore techniques for presenting research findings effectively.	
	Concepts and Theories:	Presentation of research	
	Lectures:	Coding and categorizing qualitative data in sports research Identifying trends and themes in quantitative data Presenting research effectively in written and oral formats	
	In-class Activity:	-----	
	Readings/Films:	(Chapter: Data Collection - 3.11 & 3.12) Bhattacharjee, Anol. <i>Social science research: Principles, methods, and practices</i> . USA, 2012.	
	Assignments:	Quiz #9	

Section 4: Presentations			
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Week 12	Topic:	Analysis	
	Summary:	This module focuses on the analysis of research data in the context of sports and society. Students will learn various analytical techniques to interpret and draw conclusions from their research findings, allowing them to gain deeper insights into the social aspects of sports. Students will learn	

		to apply qualitative and quantitative data analysis methods and interpret and present research findings.	
	Concepts and Theories:	Critical thought	
	Lectures:	What is Critical Thought?	
	In-class Activity:	-----	
	Readings/Films:	(Chapter 4: Data Analysis) Bhattacharjee, Anol. <i>Social science research: Principles, methods, and practices</i> . USA, 2012. Presenting Your Work (Link)	
	Assignments:	Quiz #10	

Week 13	Topic:	Class Presentations Part 1	
	Summary:	This module provides students with the opportunity to present their research projects to their peers and instructors. Students will showcase their work in a formal setting, allowing them to share their findings, insights, and recommendations. The module will also include a peer feedback session, where students will provide constructive feedback on each other's presentations, promoting a collaborative learning environment. They will also have the opportunity to reflect on their intellectual, personal, and professional growth	
	Concepts and Theories:	Peer feedback, Critical Dialogue, Constructive Questions	
	Lectures:	-----	
	In-class Activity:	Present research projects to classmates and instructor	

	Readings/Films:	-----	
	Assignments:	Quiz #11	

Week 14	Topic:	Class Presentations Part 2	
	Summary:	This module provides students with the opportunity to present their research projects to their peers and instructors. Students will showcase their work in a formal setting, allowing them to share their findings, insights, and recommendations. The module will also include a peer feedback session, where students will provide constructive feedback on each other's presentations, promoting a collaborative learning environment. They will also have the opportunity to reflect on their intellectual, personal, and professional growth	
	Concepts and Theories:	Peer feedback, Critical Dialogue, Constructive Questions	
	Lectures:	-----	
	In-class Activity:	Present research projects to classmates and instructor	
	Readings/Films:	-----	
	Assignments:	-----	

Week 15	Topic:	Conclusion: How to publish your research	
	Summary:	This module serves as a wrap-up for the course, allowing students to reflect on their learning and consolidate their knowledge. Students will engage in activities that encourage them to summarize the key concepts and themes covered throughout the course. They will also analyze how their research can be applied to real-world situations.	

	Concepts and Theories:	-----	
	Lectures:	-----	
	In-class Activity:	Discussion on the real-world application of research	
	Readings/Films:	Research Methods in the Real-World: Applying What You've Learned (Link)	
	Assignments:	Paper #6: Post-Research/Conclusion	

TEST 2	
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III. Grading

3. WR Statements and Grading Rubrics

For courses that confer WR credit, the course grades now have two components: To receive writing credit a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course. The writing assignment ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: A grade of “C-” **will not** confer credit for the University Writing Requirement.

The instructor will evaluate and provide feedback on the student’s written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar punctuation, and mechanics. Conferring credit for the University Writing Assignment, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the semester. All writing assignments are required to be in APA format (See link in the recommended course materials).

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with a basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow the progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only a 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.

<p>STYLE</p>	<p>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.</p>	<p>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.</p>
<p>MECHANICS</p>	<p>Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.</p>	<p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p>

UF QUEST PRESENTATION RUBRIC

		4	3 (Target)	2	1	
UF Quest Outcomes	Content	Criteria Content <i>Demonstrates knowledge of the topic presented, balances depth and breadth effectively.</i>	Knowledge presented is relevant and exceeds and/or enhances the course material. Content reflects breadth and depth of knowledge in the topic area that exceeds expectations.	Knowledge presented reflects course material adequately. Content presented reflects the expected level of depth and breadth.	Knowledge presented reflects some gaps in knowledge of course material. Content reflects limited breadth or depth.	Knowledge presented reflects major gaps in knowledge of course material. Content is superficially represented, incomplete, and/or unrelated to the topic.
	Critical Thinking	Materials <i>Selects appropriate media/physical/tools engage audience, materials, and technology to effectively convey the topic message.</i>	Media and materials are ideally suited to convey the topic message, balanced throughout the presentation, and facilitates audience engagement.	Media and materials are appropriate for the topic message, are balanced, and maintain audience engagement.	Media or materials sometimes distracts from audience engagement or the message.	Did not leverage media and materials for audience engagement or message delivery.
	Communication	Delivery <i>Communicates effectively to facilitate audience understanding of the topic.</i>	Elegant, sophisticated and articulate oral/written communication, facilitating audience understanding of the topic. Eye contact, gestures and body language are nuanced to enhance meaning and keep the audience engaged.	Oral and written communication is clear and effective in facilitating audience understanding of the topic. Eye contact, gestures, and body language convey meaning and help hold audience attention.	Oral and written communication is occasionally unclear and limits audience understanding of the topic. Eye contact, gestures, and body language hinder the audience's attention or meaning-making.	Oral and written communication is inappropriate and/or ineffective for facilitating audience understanding of the topic. Eye contact, gestures, and body language prevent the audience from understanding the message.
	Communication	Organization <i>Logically sequences and structures the presentation to maximize desired audience outcomes.</i>	Exceptional sequencing and/or innovative structure maximizes audience understanding.	Appropriate sequencing and structure facilitate audience understanding.	Lapses in sequencing and structure limit audience understanding.	Sequencing and structure prohibit audience understanding.
	Connection	Reflection <i>Connects the learning experience to the student's intellectual, personal, and/or professional development at UF and beyond.</i>	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

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 – 76.99%
A-	90 – 93.99%		C-	70 – 73.99%
B+	87 – 89.99%		D+	67 – 69.99%
B	84 – 86.99%		D	64 – 66.99%
B-	80 – 83.99%		D-	60 – 63.99%
C+	77 – 79.99%		E	<59.99%

A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

The course's research project positions students in the midst of experiential learning by immersing them in the research process—from literature review to conducting surveys and interviews. By formulating research questions, creating methodologies, and analyzing data, students sharpen their analytical and problem-solving skills.

Specifically, in the data collection phase, students will actively collect data using techniques such as surveys, interviews, observations, and content analysis to bridge classroom theories with the real world, using sports data to uncover insights into societal issues. This hands-on method not only enhances their understanding of complex social phenomena but also embodies the essence of applying academic learning to practical scenarios.

6. Details of Self-Reflection Component

The oral presentations require students to reflect on how the project has impacted their beliefs about their chosen topic. This process encourages students to engage in self-reflection, considering their own perspectives and how they may have evolved throughout their studies. Through the reflection, students can assess the growth and development of their ideas, arguments, and understanding of the impact of sports on society. This self-assessment allows students to recognize their progress and identify areas where they have expanded their knowledge and critical thinking skills.

V. General Education and Quest Objectives & SLOs

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

Student Learning Outcomes (SLOs) At the end of “Sports as Social Science,” students will be able to...

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

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge through social sciences research on sports. (Quest 2, S).
- Identify, describe, and explain the historical processes and contemporary experiences of minority athletes of various identity groups such as (but not limited to) race, gender, class, ethnicity, religion, age, sexual orientation, and disability to better understand human differences and their intersection. (Quest 2, D).

Assessments: Quizzes, papers, presentation, tests.

Critical Thinking: Students carefully and critically analyze data from multiple disciplinary perspectives and develop reasoned solutions to problems within sports.

- Critically analyze and evaluate qualitative and quantitative data derived from to draw conclusions and test hypotheses about the experiences of athletes from various identity groups (Quest 2, S).
- Analyze and evaluate how social inequities affect various identity groups in the U.S. (Quest 2, D).

Assessments: Papers, presentations, tests.

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms.

- 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. (Quest 2, S).
- Communication outcomes that help explain the historical processes and contemporary experiences of minority athletes of various identity groups. Quest 2, D).

Assessments: Papers, presentations, tests.

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

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Quest 2, S).

Assessments: Oral presentation.

Social and Behavioral Sciences (S):

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will

apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Category	Institutional Definition	Institutional SLO	Social and Behavioral Sciences	Diversity (co-designation)	Objectives will be Accomplished By:
Content	Content is knowledge of the terminology, concepts, methodologies, and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the subject area.	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	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.	Quizzes Paper #2 Paper #3 Paper #4 Paper #5 Lectures Presentation Test 1&2
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.	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.	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.	Paper #5 Paper #6 In-class Activities Presentation Test 1&2
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.	Communicate knowledge, thoughts and reasoning clearly and effectively.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.	Paper # 1 Paper #6 In-class Activities Presentation Test 1&2

VI. Required Policies

8. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

9. 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/>.

10. Class Attendance and Make-up Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

11. University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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."

12. 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.

13. 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 at 2215 Turlington Hall for one-on-one consultations and workshops.

14. Online Issues

If you encounter any technical difficulties, please seek assistance by [visiting our helpdesk website](#) or contacting us at 352-392-4357.