

IDS 2935: Why Maps Matter

Quest 2

I. General Information

Class Meetings

- Spring 2025
- Hybrid Course Structure – Discussion Meeting Times and Locations:
 - Residential Section 2SG2 – Fridays 8:30 – 9:20 am, Weil Hall 408E
 - Residential Section 2SG3 – Fridays 9:35 – 10:25 am, Weil Hall 408E
 - Residential Section 2SG4 – Fridays 10:40 – 11:30 am, Weil Hall 408E
 - UF Online Section UFO3 – Fridays 8:30 – 9:20 am, via Zoom
 - UF Online Section UFO6 – Fridays 9:35 – 10:25 am, via Zoom
 - UF Online Section UFO8 – Fridays 10:40 – 11:30 am, via Zoom

Instructor

- Dr. Ryan Good
- Office Location: McCarty Hall D, 2049
- Office Hours (in-person and via Zoom, link on Canvas):
Mondays 10:00 – 11:00 am, Wednesdays 2:30 – 3:30 pm, or by appointment
- Email: ryangood@ufl.edu
- Phone: 352-294-6348

Teaching Assistants

- Po-An Chen (UF Online Sections)
- Office Hours: (via Zoom, link on Canvas):
Tuesdays 3:00 – 4:00pm, Fridays 1:00 – 2:00 pm, or by appointment
- Email: poanchen@ufl.edu

- Kaitlyn Tucker (Residential Sections with Face-to-Face Discussion Meetings)
- Office Hours Location: 2053 McCarty D
- Office Hours (in-person only):
Thursdays 9:00 – 10:00 am, Fridays 12:00 to 1:00pm, or by appointment
- Email: kaitlyn.tucker@ufl.edu

Course Description

This course explores maps as a communication and social science tool, asking students to evaluate the role of maps in their own lives. Coursework considers the economic, political, social, and other factors

influencing the content appearing on maps, building to more critical consumption of maps and mapped information.

Course Context

Maps have played a central role in human societies since the beginning of time. As you will learn in this course, maps are not neutral representations of reality but powerful tools of communication, central to understanding the environments in which we live. Like all tools, they can be used for good and evil. Maps exert an enormous amount of influence on a society's political structure, economic system, and imagination of the larger world. Maps are often used to highlight spatial data in informative ways or to help people get from work to the nearest bar. They are also used on a daily basis for more extreme goals, such as to track and kill people or to ostracize whole segments of society and forcefully rip apart ethnic groups. This semester we will be studying maps and analyzing their myriad roles in society.

This online-hybrid course includes two hours of asynchronous contact paired with one hour of synchronous class in smaller discussion sections. Attendance in the weekly discussion section is vital, as this meeting is the chance to engage meaningfully with both the instructional team and the class concepts.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Mark Monmonier. *How to Lie with Maps*, 3rd Edition. 2020.

All other readings and works are available in Canvas.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Assignment	Description	Points Possible
Exams (3)	We will have three exams (two during the semester as well as a final exam) covering the readings and videos. The course exams will be conducted as a Canvas Quiz. They will consist of a combination of true/false, multiple choice, and short essay questions on material from class presentations and readings.	420 points (140 each x 3)

PlayPosit Videos (12)	Each module will have pre-recorded lecture videos and/or a small number of short outside videos (such as TED talks) that students will watch while answering pop-up questions. These quiz-style questions will be aimed at testing understanding of the key points of the videos and will be completed using the PlayPosit Canvas tool.	120 points (10 each x 12)
Homework Activities (5)	Every few weeks, we will have one extended out-of-class activity to engage the class content in detail. These activities include analytical exercises which task students with either identifying and explaining social and environmental processes informed by maps, as well as reflective engagements with students' own lived experiences learning from and consuming maps.	250 points (50 each x 5)
Class Participation	Students will attend a live weekly breakout discussion meeting with a small number of classmates each Friday. During these class sessions the instructional team will guide students through an examination of the module topic in a Socratic-style discussion. Students are expected to actively participate in class discussions per course guidelines. A rubric for course participation is included on this syllabus.	130 points
Course Orientation	Students will complete first week activities to orient themselves to the class, including multiple choice quiz over the syllabus content and policies and an introductory PlayPosit assignment.	30 points
Reflection Essay	Students will conclude the course by composing a short reflection essay about course themes and their personal beliefs and biases. Students will be required to discuss two module topics in comparison to each other, drawing out contrasts in the various social science approaches presented during class with their own evolving understanding of maps.	50 points
Total		1000 points

Grading Scale

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

The final grade for this course is based on a 1000-point scale and will be weighted as follows:

Grade	Points	Percent	Grade	Points	Percent
A:	930.0 to 1000.0	93.0 to 100.0%	C:	730.0 to < 770.0	73.0 to < 77.0%
A-:	900.0 to < 930.0	90.0 to < 93.0%	C-:	700.0 to < 730.0	70.0 to < 73.0%
B+:	870.0 to < 900.0	87.0 to < 90.0%	D+:	670.0 to < 700.0	67.0 to < 70.0%
B:	830.0 to < 870.0	83.0 to < 87.0%	D:	630.0 to < 670.0	63.0 to < 67.0%
B-:	800.0 to < 830.0	80.0 to < 83.0%	D-:	600.0 to < 630.0	60.0 to < 63.0%
C+:	770.0 to < 800.0	77.0 to < 80.0%	E:	< 600.0	< 60.0%

Grading Rubric(s)

Attendance and Participation

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/UGRD/academicregulations/attendance-policies/>

Participation Rubric

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective of others into account.			

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
	Unit 1: How we think about maps
Module 1 Jan 13-17	<ul style="list-style-type: none"> • Topic: Introduction to course & What are Maps • Summary: This week orients students to the course and the Quest objectives, and introduces maps as a communication tool. • Required Readings/Works: <ul style="list-style-type: none"> ○ Video: Why all world maps are wrong [6:00] • Assignment: <ul style="list-style-type: none"> ○ Syllabus Quiz, due Thursday January 16 ○ Introductory PlayPosit, Due Thursday January 16 ○ M1 PlayPosit Videos, Due Thursday January 16

Week	Topics, Homework, and Assignments
Module 2 Jan 20-24	<ul style="list-style-type: none"> • Topic: Cognitive Mapping, Wayfinding, & Geospatial Intelligence • Summary: This week introduces two primary ways humans interact with maps – as cognitive tools and as information caches to help guide decisions, using approaches informed by both psychology and data science. Students will also complete their first homework activity, evaluating the psychological implications of their own daily mental mapping process. • Required Readings/Works: <ul style="list-style-type: none"> ○ Kitchin, R. M. (1994). <i>Cognitive maps: What are they and why study them?</i> Journal of environmental psychology, 14(1), 1-19. ○ Intelligence, G. Basic Doctrine, National System for Geospatial Intelligence, Publication 1-0, National Geospatial-Intelligence Agency, September 2005. [Chapter 1, pp 7-18] ○ Video: Geospatial Revolution, Episode 3 [15:01] • Assignment: <ul style="list-style-type: none"> ○ M2 PlayPosit Videos, Due Thursday January 23 ○ Homework Activity 1: Wayfinding & Navigation Introspective, due Friday January 24
Module 3 Jan 27-31	<ul style="list-style-type: none"> • Topic: Symbology Interpretation & Special Thematic Maps • Summary: This week builds on last week by discussing symbology on maps, and how that can be used to create thematic maps – a type of map most people regularly encounter. We introduce thematic cartography and analyze the roles that artistic and design choices, and who makes those choices, play in understanding visually communicated information. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp 19-26, 165-174 ○ Slocum, T. A., McMaster, R. M., Kessler, F. C., Howard, H. H., & Mc Master, R. B. (2008). Thematic cartography and geographic visualization. [pp 2-12] ○ Video: Danny Dorling TED Talk [13:57] ○ Video: What Earth in 2050 could look like [4:39] • Assignment: <ul style="list-style-type: none"> ○ M3 PlayPosit Videos, Due Thursday January 30
Unit 2: History of mapmaking	
Module 4 Feb 3-7	<ul style="list-style-type: none"> • Topic: Age of Exploration, Colonial Mapping, and Modern Mapmaking • Summary: This week helps students place maps in a deep historical context, starting with the first known maps created by humans through to today's mapping. Discussion will focus on the ways historical developments are reflected in contemporary maps. We will visit the UF Map & Imagery Library. • Required Readings/Works: <ul style="list-style-type: none"> ○ Harwood, J., & Bendall, A. S. (2006). <i>To the ends of the earth: 100 maps that changed the world.</i> David & Charles. [pp 59-100] • Assignment: <ul style="list-style-type: none"> ○ M4 PlayPosit Videos, Due Thursday February 6

Week	Topics, Homework, and Assignments
Module 5 Feb 10-14	<ul style="list-style-type: none"> • Topic: Terrain Mapping & Network Mapping • Summary: This week complements last week’s historical context with an examination of more modernized methods of mapping: terrain mapping and network mapping. We will complete the second homework activity, which asks students to critique how historical events inform today’s maps by selecting maps from an archived collection and discussing environmental contrasts. • Required Readings/Works: <ul style="list-style-type: none"> ○ The Great Trigonometrical Survey Livelystories [6 pp.] ○ Putrill, C. (2015). <i>Behold, the Geographically Accurate Tube Map</i>. The Atlantic. [2 pp.] ○ Video: Aris Venetikids TED Talk [16:19] • Assignment: <ul style="list-style-type: none"> ○ M5 PlayPosit Videos, Due Thursday February 13 ○ Homework Activity 2: Old Map vs. New Map, due Friday February 14
Exam Week Feb 17-21	<ul style="list-style-type: none"> • Topic: Exam Week • Summary: This week includes taking the exam. • Required Readings/Works: <ul style="list-style-type: none"> ○ none • Assignment: <ul style="list-style-type: none"> ○ Exam 1, Friday February 21
Unit 3: Mapping technology	
Module 6 Feb 24-28	<ul style="list-style-type: none"> • Topic: Introduction to Mapping Technologies • Summary: This week includes an expansion on module 2’s historical context, introducing contemporary technologies used to create, edit, and interact with maps. Emphasis will be on technology as a problem-solving tool, and discussion will introduce the capacities and limitations of GIS as such a tool. • Required Readings/Works: <ul style="list-style-type: none"> ○ National Geographic Society. (2012). <i>GIS (Geographic Information System)</i>. [4 pp.] ○ Video: Geospatial Revolution, Episode 1 [13:45] • Assignment: <ul style="list-style-type: none"> ○ M6 PlayPosit Videos, Due Thursday February 27
Module 7 Mar 3-7	<ul style="list-style-type: none"> • Topic: GIS, Geovisualization, & Photogrammetry • Summary: Building on last week’s discussion, this week dives deeper into one of the most notable mapping technologies used across many fields and economies: GIS. The third homework activity will require students to apply the problem-solving techniques introduced last week to complete an economic impact analysis using spatial data, creating their own map to visualize the relationships between economics and geography in examining where (and why) a case study business is located relative to competitors. Work will also investigate one of the key sources of data for GIS and digital mapping – remotely sensed data, such as satellite imagery. Discussion will reflect on the impact of satellite imagery on human understanding of the earth and of other societies in the 20th and 21st centuries.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Required Readings/Works: <ul style="list-style-type: none"> ○ Slocum, T. A., McMaster, R. M., Kessler, F. C., Howard, H. H., & Mc Master, R. B. (2008). Thematic cartography and geographic visualization. [pp 18-24] ○ Video: Geospatial Intelligence in WWII [1:59] • Assignment: <ul style="list-style-type: none"> ○ M7 PlayPosit Videos, Due Thursday March 6 ○ Homework Activity 3: Create thematic map using ArcGIS online, due Friday March 7
<p>Module 8 Mar 10-14</p>	<ul style="list-style-type: none"> • Topic: Satellite Mapping and GPS • Summary: This week complements last week by exploring the applications of the photogrammetry material, with an explicit focus on GPS and its impacts on modern life. Discussion will link these technologies to political contexts, exploring the policy and privacy ramifications of an ever-increasing amount of spatial data. • Required Readings/Works: <ul style="list-style-type: none"> ○ National Academy of Sciences. (1997). <i>The Global Positioning System: The Role of Atomic Clocks</i>. [8 pp.] • Assignment: <ul style="list-style-type: none"> ○ M8 PlayPosit Videos, Due Thursday March 13
<p>Module 9 Mar 24-28</p>	<ul style="list-style-type: none"> • Topic: Volunteered Geographic Information • Summary: This week completes our journey through modern mapping technologies by exploring data sources for modern mapping, notably volunteered information. Students will be tasked to evaluate how data is used for specific communication goals for the fourth homework assignment, using disease mapping and epidemiology as a focus. Discussion will explore the capacity for open-access mapping technologies to impact physical science research as well as the communication of that research to the public. • Required Readings/Works: <ul style="list-style-type: none"> ○ Goodchild, M. F. (2007). Citizens as sensors: the world of volunteered geography. <i>GeoJournal</i>, 69(4), 211-221. • Assignment: <ul style="list-style-type: none"> ○ M9 PlayPosit Videos, Due Thursday March 27 ○ Homework Activity 4: Mapping infectious disease, due Friday March 28
<p>Exam Week Mar 31-Apr 4</p>	<ul style="list-style-type: none"> • Topic: Exam Week • Summary: This week includes taking the second exam. • Required Readings/Works: <ul style="list-style-type: none"> ○ none • Assignment: <ul style="list-style-type: none"> ○ Exam 2, Friday April 4

Week	Topics, Homework, and Assignments
Unit 4: Use of maps in society	
Module 10 Apr 7-11	<ul style="list-style-type: none"> • Topic: Maps as propaganda • Summary: This week pulls from the three previous modules of Unit 3 by exploring how maps can be and are used as propaganda tools, both historically and in contemporary times. Discussion will use political science and psychology frameworks to draw connections across disciplinary lines. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp 87-122 ○ Video: Mapping the World – Spirit of the Age [23:03] • Assignment: <ul style="list-style-type: none"> ○ M10 PlayPosit Videos, Due Thursday April 10
Module 11 Apr 14-18	<ul style="list-style-type: none"> • Topic: Mapping denied territory & Conflicted Maps • Summary: This week expands on the previous exploration of propaganda, touching on specific examples of mapping contested and denied territories. The final homework assignment requires students to map environmental impacts of contemporary or historical conflicts, connecting and contrasting environmental changes with political ones. • Required Readings/Works: <ul style="list-style-type: none"> ○ Taylor, A. (2015). Say goodbye to the weirdest border dispute in the world. <i>The Washington Post</i>. [3 pp.] ○ Miller, G. (2015). Inside the secret world of Russia’s cold war mapmakers. <i>Wired</i>. [7 pp.] ○ Lewis, D. (2010). The Geopolitical Babushka Doll. <i>Now I Know</i>. [2 pp.] • Assignment: <ul style="list-style-type: none"> ○ M11 PlayPosit Videos, Due Thursday April 17 ○ Homework Activity 5: Mapping Environmental Science, due Friday April 18
Module 12 Apr 21-23	<ul style="list-style-type: none"> • Topic: Maps that advertise • Summary: This week explores maps as advertising tools and the ways this trend influences larger understandings and uses of maps by society. Utilizing both business and journalism perspectives on maps as advertising, this week’s discussion asks students to explore their daily exposure to this phenomenon. This week also includes submission of the semester-long reflection assignment, in which students critique their own beliefs and biases about maps and the information appearing on them, focusing on two or more modules’ content in their discussion. NOTE: there is no discussion meeting this week due to the Reading Days. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp. 58-70. ○ Denil, M. (2011). The search for a radical cartography. <i>Cartographic Perspectives</i>, (68), 7-28. • Assignment: <ul style="list-style-type: none"> ○ M12 PlayPosit Videos, due Tuesday, April 22 ○ Reflection, due Wednesday, April 23

Week	Topics, Homework, and Assignments
Final Exams Apr 26- May 2	<ul style="list-style-type: none"> • Topic: Exam Week • Summary: This week includes taking the Final exam. • Required Readings/Works: <ul style="list-style-type: none"> ○ none • Assignment: <ul style="list-style-type: none"> • Final Exam, date/time TBA

IV. Student Learning Outcomes (SLOs)

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

	Social & 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: <i>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).</i>	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 cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Recall and discuss key principles of cartography and communication related to mapping; explain how maps can be used as communication tools and the historical contexts they exist within	Three exams, in-class discussion activities, video quizzes
Critical Thinking: <i>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).</i>	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions.	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.	Analyze and interpret the impact of maps in multiple case study contexts; create maps illustrating key pieces of information and utilizing concepts discussed in class to solve problems	Five applied homework activities, final reflection, essay questions on three exams

	Assess and analyze ethical perspectives in individual and societal decisions.			
Communication: <i>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).</i>	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Present real world examples of course concepts; develop and explain solutions to key scientific concepts in written, oral, and visual media.	Five applied homework activities, in-class discussion activities
Connection: <i>Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.</i>	n/a	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Articulate personal opinions and beliefs related to the role of maps in lived experiences and predict future uses of evolving technologies.	Reflection, essay questions on three exams, in-class discussion activities.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

- Visit to Map & Imagery Library:** The UF Map Library collection has a wide-ranging and diverse set of maps illustrating many examples of both cartographic techniques and communication goals. During a visit to the library, students will explore the resources and select a map to share with the class, describing both the map itself and their own experiences as a consumer of the map, including finding and selecting the map. Students will also use this map as the basis for an analytical/reflective assignments in a discussion meeting.

- **Create a cognitive map:** Students will create and share their own cognitive map of a typical day, including activities such as a daily commute, movement through or across school or work settings, and recreational activities such as visits to the park or a restaurant.

2. Details of Self-Reflection Component

This Quest 2 course concludes with a reflection essay. Students will be required to discuss two module topics in comparison to each other, drawing out contrasts in the various social science approaches presented during class with their own evolving understanding of maps. Students will consider the role of maps in their own lives by addressing the following questions: What economic, political, social, and other factors influence the content appearing on maps you use? Who makes these maps we consume, and why does that matter? How can you more critically consume maps in your daily life to increase our understanding of the environments we inhabit?

VI. Required Policies

Attendance Policy

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

Make-up Policy

Exams and individual assignments missed for excusable reasons (see Attendance Policy) can be made up, whereas group assignments will be waived. Instructors reserve the right to offer an alternate format make-up exam. For absences excused ahead of time, your instructor will develop a make-up plan and schedule. In case of documented illnesses or emergencies, arrangements for completing make-up exams or assignments should be made upon return to class. If experiencing truly extenuating circumstances resulting in longer absences, please notify your instructor as soon as possible to develop a plan to make up missed work. Missed extra credit opportunities cannot be made up. Unfortunately, we are unable to accept assignment do-overs (resubmissions for a higher score) in this class.

Late Work

You are responsible for turning assignments in on time unless an extension has been requested via email prior to the deadline. In case of true documented emergencies, we may waive this requirement. Technical difficulties are not an excuse for missing an assessment or assignment; you should have contingency plans in case any such issues arise. We recommend storing your documents on a cloud service that can be accessed from any device ([Dropbox](#) and [OneDrive](#) are free to UF students), and having a plan for internet outages (such as identifying a source for public WiFi near you or tethering through your cell phone). Try not to wait until the last minute to submit assignments!

Assignments submitted between one and four days late will incur a penalty of 10% of the possible points per day. Work submitted more than four days late will be assigned a score of zero. Because your timely participation in discussion assignments directly impacts your classmates' abilities to complete their own work, discussion-based assignments are not accepted late.

We highly recommend starting work on assignments early to preclude unexpected emergencies or late-semester stress from compromising your grade. Deadline extensions may be available on certain assignments if requested ahead of time via email, but must be justified. If extended deadlines are not met, late penalties will be assessed based on the original, not the revised due date!

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructional team, the College of Agricultural and Life Sciences, and University of Florida, so please contact your instructor to discuss your concerns as soon as they arise.

Grading Disputes

Grading is based on how well you were able to apply the learned material as outlined by assignment-specific rubrics and the student learning objectives listed in the syllabus. In case of a grading dispute, you must notify your instructor via email within one week of the date the grade is posted to Canvas. Please include an explanation of what aspect of your grade you disagree with.

End-of-semester requests for grade bumps, assignment do-overs, additional extra credit, etc. will be denied.

Artificial Intelligence (AI) Statement

AI applications including natural language chatbots like ChatGPT are an amazing new technology that is revolutionizing the way we access information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool for tasks such as editing, spellchecking, organizing, and brainstorming. **Other uses, including copying & pasting ChatGPT output and representing as your own work, are not appropriate in college courses; doing so constitutes academic dishonesty.** If you use any AI application for any part of an assignment (including brainstorming ideas or editing), you must state so as part of your submission. AI-generated images may not be used unless expressly approved by your instructor for a specific assignment.

Office Hours

Please take advantage of office hours to discuss any questions or concerns. Contact your teaching assistant for basic questions, help with assignments, and clarifications regarding grades and feedback. Contact your instructor regarding absences, grading disputes, concerns about other students, and any other issues. If you cannot be present for the regularly scheduled office hours, we will attempt to accommodate you at an alternate time.

Course Communications

The preferred way to get in touch with your instructor or TA outside of office hours is via Canvas message or direct email from your official UF email account. Emails from outside providers, like Gmail, are not considered secure and will be ignored to protect student privacy. University policy dictates that grades cannot be discussed via email, so if you have a grade-specific question, you should ask it during office hours. You can expect a response within 24 hours on weekdays. All students are expected to check the course web site on Canvas (<http://elearning.ufl.edu>) each weekday. In addition, we may send specific communications directly to your UF email, which you should check daily as well. You should enable Canvas notifications for this class, so that you are notified immediately about grading, assignment feedback, due date changes, announcements, etc.

External Communication

You may use GroupMe or similar tools to communicate with other students about the class and environmental science-related topics. **You may not, however, discuss quiz and exam questions/answers with others, including quizzes and exams from the current or prior semesters, or collaborate on any assignments intended to be worked on individually.** Doing so constitutes academic dishonesty.

Canvas Display Name Change

Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at <http://helpdesk.ufl.edu> .
352-392-HELP (4357)
Walk-in: HUB 132

While technical difficulties are not generally an acceptable excuse, any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - o [Adobe Privacy Policy](#)
 - o [Adobe Accessibility](#)
- Honorlock
 - o [Honorlock Privacy Policy](#)
 - o [Honorlock Accessibility](#)
- Instructure (Canvas)
 - o [Instructure Privacy Policy](#)
 - o [Instructure Accessibility](#)
- Microsoft
 - o [Microsoft Privacy Policy](#)
 - o [Microsoft Accessibility](#)
- PlayPosit
 - o [PlayPosit Privacy Policy](#)
 - o [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - o [Sonic Foundry Privacy Policy](#)
 - o [Sonic Foundry Accessibility](#) (PDF)

- YouTube (Google)
 - o [YouTube \(Google\) Privacy Policy](#)
 - o [YouTube \(Google\) Accessibility](#)
- Zoom
 - o [Zoom Privacy Policy](#)
 - o [Zoom Accessibility](#)

CALS and University of Florida Policies

Academic Honesty and Plagiarism

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities.

This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or visiting their web site at www.dso.ufl.edu/drc/.

Student Complaints

Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online, you should always:

- Treat your instructor and TAs with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to a professor by their first name. Calling your TAs by their first name is fine.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 11 or 12 font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line including the name of the class

- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “Forward” button.

Discussion Boards

When posting on the discussion board in your online class, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don’t repeat someone else’s post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate’s question make sure your answer is correct; don’t guess.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry; it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.

- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Campus Helping Resources

Your wellbeing is important to your instructor and the University of Florida community. Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *U Matter We Care*, 352-292-2273. UF's umbrella program for UF's caring culture. Provides students in distress with support and coordination of the wide variety of appropriate resources. <https://umatter.ufl.edu/>
- *University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575. Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library & Wellness Coaching. <https://www.counseling.ufl.edu/>
- *Gatorwell Health Promotion Services*, multiple locations on campus, 352-273-4450. GatorWell uses health promotion strategies to educate UF students about health and wellness topics relevant to the college experience. <https://gatorwell.ufsa.ufl.edu/>
- *Career Connections Center*, First floor Reitz Union, 352-392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <https://studentsuccess.ufl.edu/>
- *Dean of Students Office*, 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://care.dso.ufl.edu/>
- *CLAS Academic Resources*, Turlington Hall, 352-392-2010 or 352-392-6420. General study skills, tutoring, and supplemental instruction for select classes. <https://academicresources.clas.ufl.edu/>
- *Writing Studio*, 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

- *Field and Fork Pantry.* Food and toiletries for students experiencing food insecurity. <https://pantry.fieldandfork.ufl.edu/>
- *UF Help Desk.* 352-392-4357. Technical support for computer issues and UF web services. <https://helpdesk.ufl.edu/>
- *University Police Department,* 352-392-1111 (or 9-1-1 for emergencies). <https://www.police.ufl.edu/>
- *Library Support.* Various ways to receive assistance with using the libraries or finding resources. <https://uflib.ufl.edu/find/ask/>

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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