

# IDS 2935: The Listening Life (sec. 1IA1)

## Quest 1: Identities

### I. General Information

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#### Class Meetings

- Spring 2023
- M, W, F, Period 5
- Location: Rolfs Hall 211

#### Instructor

- Dr. Lisa Athearn
- 412 Rolfs Hall
- Office Hours: Tuesday 1:00-3:00pm & Thursday 1:00-2:00pm
- joniakathearn@ufl.edu

#### Course Description

The ability to listen is a key component to our society. Listening is the very first language skill we develop, before speaking, reading or writing. In addition, we use our listening skills more than any other language skill, listening to the equivalent of a book each day. However, despite the fact that listening is the first and most frequent language skill we possess, very few people understand and excel at listening. As a result of poor listening, we suffer from misconceptions, mistakes, and misdiagnoses, which in turn leads to mistrust in our society. This begins with our failure to listen intrapersonally-understanding one's self. It continues through our interpersonal relationships-understanding our friends, family and partners. And, as a society, we often fail to reach understanding with each other, especially those who are different from ourselves, primarily due to a lack of listening.

This course examines the essential questions of the human condition, as it relates to listening. How do we see ourselves in relation to others and what role does listening play in shaping those perceptions? How do we listen to the natural world around us? How does listening shape the way we develop and express our values? This class examines the complex relationship between humans, communication, technology and listening. This course is multidisciplinary in nature, drawing from psychology, sociology and communication studies. Students will explore these themes through participatory discussions, observational analysis, self-reflections and evaluation. Students will build concrete skills that will help support and promote effective listening skills.

#### Quest and General Education Credit

- Quest 1
- Humanities (H)

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

Please note that all weekly readings will be available as PDF files on our course Canvas site. There is no required textbook for you to purchase. However, you may find the following books interesting and engaging:

Leonardo, N. (2020). *Active Listening Techniques: 30 practical tools to hone your communication skills*. ISBN: 1647390648

Murphy, K. (2019). *You're Not Listening: What you're missing and why it matters*. ISBN: 978-1-250-77987-8

Williams, JW. (2021). *Listening Skills Training: How to truly listen, understand, and validate for better and deeper connections*. ISBN: 979-8745434365

### **Here is a list of readings available as PDF files on our course Canvas site:**

Leonardo, N. (2020). "Working on Yourself." *Active Listening Techniques*.

Leonardo, N. (2020). " 'Did you hear me?' Or, Obstacles to Listening." *Active Listening Techniques*.

Murphy, K. (2019) "Introduction" *You're Not Listening*.

Murphy, K. (2019). "Addicted to Distraction." *You're Not Listening*.

O'Hair, et.al. (1988). "Enhancement of Listening Skills as a Prerequisite to Improved Study Skills." *International Listening Association Journal*. 2:1 (pp. 113-120)

O'Heren & Arnold (1991). "Nonverbal Attentive Behavior and Listening Comprehension." *International Journal of Listening*. 5:1

Williams, J.W.. (2021) "Chapter 1: Never has the world been louder, yet no one is listening." *Listening Skills Training*

Williams, J. (2021). "Validation: The Key to Extraordinary Listening." *Listening Skills Training*.

Wolvin & Coakley. (1996). "The Need for Effective Listening." *Listening*.

Wolvin & Coakley. "The Listening Process" *Listening*.

### **A YouTube playlist for our course can accessed through this link:**

[https://youtube.com/playlist?list=PLq\\_Bd341q2Jjb3ydXCLJM6dBVYE1DQfuy](https://youtube.com/playlist?list=PLq_Bd341q2Jjb3ydXCLJM6dBVYE1DQfuy)

## II. Graded Work

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### Description of Graded Work

**Listening Analytical Essay (250 points):** You will reflect on one of the QUEST 1 Themes and Essential Questions as it relates to exploring your life as a listener. What makes living the listening life worthwhile? How do we examine our life as a listener (to ourselves, to each other, to our environment)? How is listening a valuable skill in our life? How does listening impact my identity and/or my culture? How has listening played an important role in political/social/environmental discourse? How has listening played an important role in the power dynamics of justice and injustice? How does the portrayal of listening in society reflect our values and self-understanding? Your essay (1000 words, not including title page or bibliography), should show a well-rounded understanding of the relevant listening concepts examined, as well as the benefits and challenges of living a listening life. Exceptional essays will incorporate the class readings, additional relevant and reliable outside sources, relevant and meaningful personal insights/reflections. Your essay will be graded on substance, structure, focus, accuracy and technical control. A specific grading rubric for the Listening Analytical Essay is available via Canvas. Your Listening Analytical Essay must be uploaded to the course Canvas site (preferably as a Word document) and is due on our Final Exam Date, 5/3/23.

**Quest Learning Experiences: Active Listening Opportunities (ALO's) (3 x 100 points = 300 total points):** Throughout the semester you will seek out opportunities to engage in active listening, applying the knowledge and developed skill sets you have learned in the class. Some examples of acceptable ALO are a guest lecture on campus, listening to a speaker at Turlington Plaza or simply listening to a friend. You are encouraged to actively listen and participate in a live, face-to-face listening event. Each ALO will engage in both self-reflection and experiential engagement as you will actively engage in a listening experience and then reflect on both your own perceptions of that experience as well as apply the relevant concepts to analyze your experience from an active listening standpoint. You will write up a report for each of those listening opportunities (about 2-3 pages per report). You should highlight relevant course material (e.g. What are some of the factors that influenced listening at this event? What type of listening did you engage in?). Your report should be 25% descriptive and 75% analytical. It should contain insight and critical thought. **Please do not simply describe the content of the event.** ALO's must be uploaded to the course Canvas site (preferably as Word documents) and are due on the following dates: ALO#1 is due on 2/10, ALO #2 is due on 3/10, and ALO#3 is due on 4/7.

**Exams (3 x 100 points = 300 total points):** There will be three exams throughout the semester. Exam #1 will be on 2/3, Exam #2 will be on 3/1, and Exam #3 will be on 4/10. Exams will be in-class, paper/pencil and approximately 50 questions each. No aids of any kind will be allowed for the exams. Once you begin the exam you may not leave the classroom until you turn in your exam (no bathroom breaks once you've started the exam). Questions will be multiple-choice, true/false and some short essays. Each exam will test your understanding of the material covered in the preceding module. Questions can come from any of the course materials (readings, videos, lecture slides) and classroom activities and discussions. If you require accommodations for testing, please send documentation from the DRC at least two weeks prior to the first exam.

**Participation & Attendance (150 points):** This class emphasizes the ability to integrate class materials into class discussion and assignments. It is imperative that you stay up to date on the assigned readings and ask questions in class discussions. Being present in body is not considered a substitute for being here in mind. Consistent and competent participation in class is essential to maintaining an acceptable grade in this course. Three trancies (being more than five minutes late or leaving more than five before the end of class) will count as one absence. Participation will be graded on the following rubric:

<b>Attendance (75 points):</b> Arriving on time, not leaving class early	<b>Excellent (75 points):</b> Less than 3 absences/truancies	<b>Average (55 points):</b> Four absences	<b>Developing (35 points):</b> Five absences	<b>Needs Improvement (15 points):</b> Six absences	<b>Unsatisfactory (0 points)</b> An additional 20 points for each absence deducted from total grade once all attendance points are gone.
<b>Participation (75 points):</b> Degree to which you engage in classroom discussions and activities	<b>Excellent (75 points):</b> Consistently initiating contributions to class discussions, insightful and constructive contributions, and excellent focus and listening to others in every class session.	<b>Proficient (65 points):</b> Mostly insightful contributions to class discourse, plus a sharp focus and attentive listening to others for most class sessions.	<b>Developing (55 points):</b> Contributing to classroom discussion at least half of the time, sometimes offering constructive comments with some signs of insight, but a general lack of focus and attention to others.	<b>Needs Improvement (45 points):</b> Lack of participation, uninformed comments to class discussion, lack of involvement in activities, constant lack of focus (e.g. distracted on phone) and poor listening to others.	<b>Unacceptable (&lt; 44 points)</b> No participation in class or in activities. Note that attendance can impact participation grade (if you are not present, you can not participate). Therefore students who miss six or more classes will generally earn unacceptable participation scores.

### Evaluation of Grades:

Assignment	Total Points
Listening Analytic Essay	250
ALOs (3 x 100)	300
Exams (3 x 100)	300
Attendance	75
Participation	75
<b>Total Points</b>	<b>1000</b>

### Grading Scale

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

A	94 – 100%		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%		E	<60

### III.

## Annotated Weekly Schedule

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The Listening Life course is divided into four modules, each covering multi-disciplinary themes and questions. Here is a list of the modules and questions explored:

#### Module 1: What is the Listening Life?

- How is listening a valuable skill in our life?
- What makes living the Listening Life worthwhile?
- How does “understanding the self” impact the listening experience?
- How does the portrayal of listening in society reflect our cultural values and self-understanding?

#### Module 2: How does Listening fit in the Communication Process?

- What exactly is listening?
- How do we listen differently?
- What are the personal, social, and intellectual roles of listening?
- What does it mean to be an “Empowered Listener”?

#### Module 3: How do we develop Listening Skills?

- What is Active Listening?
- How does distracted listening (multitask listening) impact our lives (personally, socially, intellectually)?
- How do we develop active listening skills?

#### Module 4: Reflection on the Listening Life: Putting the pieces together

- During this module you will reflect on the course content and work on your Listening Analytical Essay.

Module/ Week	Topics, Readings, and Assignments
<u>Module 1</u> Week 1 1/9, 1/11, 1/13	<ul style="list-style-type: none"><li>● <b>Topic:</b> What is the Listening Life?</li><li>● <b>Summary:</b> This week we will outline the goals for the course, get to know one another and talk about the need for effective listening.</li><li>● <b>Required Readings/Viewings:</b> Murphy, K. (2019) “Introduction” <i>You’re Not Listening</i>. (pp. 1-5).</li><li>● <b>Assignment:</b> Review syllabus, take syllabus quiz on Canvas, do required readings prior to class, come to class, take notes, participate in class discussions.</li></ul>
<u>Module 1:</u> Week 2 1/18, 1/20	<ul style="list-style-type: none"><li>● <b>Topic:</b> What makes living the Listening Life worthwhile?</li><li>● <b>Summary:</b> This week we will examine the personal, social, and intellectual benefits to living the Listening Life.</li><li>● <b>Required Readings/Viewings:</b> (1) Williams, J.W.. (2021) “Chapter 1: Never has the world been louder, yet no one is listening.” <i>Listening Skills Training</i>. (pp. 12-23); (2) Ury, W. (2015). “The power of listening.” TEDxTalk (15:40).</li><li>● <b>Assignment:</b> Do required reading and video prior to class, come to class, take notes, participate in class discussions.</li></ul>

Module/ Week	Topics, Readings, and Assignments  Note: All readings and video links are available on Canvas
<u>Module 1:</u> Week 3 1/23, 1/25, 1/27	<ul style="list-style-type: none"> <li>● <b>Topic:</b> How does the portrayal of listening in society reflect our values and self-understanding?</li> <li>● <b>Summary:</b> This week we will examine the common misconceptions of listening and factors (like self-understanding) that influence the listening process.</li> <li>● <b>Required Readings/Viewings:</b> Wolvin &amp; Coakley. (1996). "The Need for Effective Listening." <i>Listening</i>. (pp. 5-39).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions.</li> </ul>
<u>Module 1:</u> Week 4 1/30, 2/1, 2/3	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Wrapping up Module 1 &amp; Exam 1</li> <li>● <b>Summary:</b> This week we will finish up content from Module 1 and review for Exam 1, reviewing content covered during Module 1.</li> <li>● <b>Required Readings/Viewings:</b> No new readings or viewings, but you should review all course content from Module 1 in preparation for Exam 1.</li> <li>● <b>Assignment:</b> Review/study for Exam. Exam 1 will be taken on Friday, 2/3</li> </ul>
<u>Module 2:</u> Week 5 2/6, 2/8, 2/10	<ul style="list-style-type: none"> <li>● <b>Topic:</b> How does Listening fit in the Communication Process?</li> <li>● <b>Summary:</b> This week we will examine the transactional model of communication and Wolvin/Coakley model of listening. We will also workshop on ALO #1</li> <li>● <b>Required Readings/Viewings:</b> (1) Wolvin &amp; Coakley. "The Listening Process" <i>Listening</i>. (pp. 69-90)</li> <li>● <b>Assignment:</b> Your ALO #1 must be uploaded to the course Canvas site by Friday 2/10.</li> </ul>
<u>Module 2:</u> Week 6 2/13, 2/15, 2/17	<ul style="list-style-type: none"> <li>● <b>Topic:</b> How do we Listen differently?</li> <li>● <b>Summary:</b> This week we will examine how listening plays an important role in our personal, social, and intellectual development.</li> <li>● <b>Required Readings/Works:</b> (1) Murphy, K. (2019). "Listening to yourself" <i>You're Not Listening</i>. (pp.128-136).; (2) Leonardo, N. (2020). "Working on Yourself." <i>Active Listening Techniques</i>. (31-56).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions.</li> </ul>
<u>Module 2:</u> Week 7 2/20, 2/22, 2/24	<ul style="list-style-type: none"> <li>● <b>Topic:</b> What is an Empowered Listener?</li> <li>● <b>Summary:</b> This week we will examine how one can utilize the Listening Life in the communication process from an empowered perspective.</li> <li>● <b>Required Readings/Works:</b> Williams, J. (2021). "Validation: The Key to Extraordinary Listening." <i>Listening Skills Training</i>. (73-100).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions.</li> </ul>
<u>Module 2:</u> Week 8 2/27, 3/1, 3/3	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Wrapping up Module 2 &amp; Exam 2</li> <li>● <b>Summary:</b> This week we will finish up content from Module 2, review for Exam 2, and workshop on ALO#2.</li> <li>● <b>Required Readings/Viewings:</b> No new readings or viewings, but you should review all course content from Module 2 in preparation for Exam 2.</li> <li>● <b>Assignment:</b> Review/study for Exam. Exam 2 will be taken on Wednesday, 3/1.</li> </ul>

Module/ Week	Topics, Readings, and Assignments  Note: All readings and video links are available on Canvas
<u>Module 3:</u> Week 9 3/6, 3/8, 3/10	<ul style="list-style-type: none"> <li>● <b>Topic:</b> How do we Develop Listening Skills?</li> <li>● <b>Summary:</b> This week we will begin examining the ways we can develop better listening skills to benefit us personally, socially, and intellectually. We will also workshop on ALO#2</li> <li>● <b>Required Readings/Viewings:</b> (1) O’Hair, et.al. (1988). “Enhancement of Listening Skills as a Prerequisite to Improved Study Skills.” <i>International Listening Association Journal</i>. 2:1 (pp. 113-120); (2) O’Heren &amp; Arnold (1991). “Nonverbal Attentive Behavior and Listening Comprehension.” <i>International Journal of Listening</i>. 5:1 (86-92).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions. Your ALO #2 must be uploaded to the course Canvas site by Friday, 3/10.</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>● <b>Spring Break, No class</b></li> </ul>
<u>Module 3:</u> Week 11 3/20, 3/22, 3/24	<ul style="list-style-type: none"> <li>● <b>Topic:</b> What is Active Listening? How do we develop Active Listening Skills?</li> <li>● <b>Summary:</b> This week we will examine the role of active listening in the communication process.</li> <li>● <b>Required Readings/Works:</b> Lachaux, JP. (2013). “Attention, distraction and the war in our brain.” TEDxTalks (17:39).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions.</li> </ul>
<u>Module 3:</u> Week 12 3/27, 3/29, 3/31	<ul style="list-style-type: none"> <li>● <b>Topic:</b> How does Distracted Listening Impact our Listening Lives?</li> <li>● <b>Summary:</b> This week we will examine the effects of multitask listening on our personal, social and intellectual development.</li> <li>● <b>Required Readings/Works:</b> (1) Leonardo, N. (2020). “ ‘Did you hear me?’ Or, Obstacles to Listening.” <i>Active Listening Techniques</i>. (17-26).; (2) Murphy, K. (2019). “Addicted to Distraction.” <i>You’re Not Listening</i>. (172-182).</li> <li>● <b>Assignment:</b> Do required readings prior to class, come to class, take notes, participate in class discussions.</li> </ul>
<u>Module 3:</u> Week 13 4/3, 4/5, 4/7	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Listening in Practice</li> <li>● <b>Summary:</b> This week we will engage in experiential learning through a variety of interactive listening exercises. The goal for this week is for you to apply the theory and practical information you’ve learned throughout the course through fun and interactive experiences. We will also workshop on ALO#3.</li> <li>● <b>Required Readings/Works:</b> No new readings or viewings assigned this week, but you might find reviewing some of the materials we’ve covered helpful for the exercises.</li> <li>● <b>Assignment:</b> Come to class, take notes, participate in class discussions and activities. Your ALO #3 must be uploaded to the course Canvas site by Friday, 4/7.</li> </ul>
<u>Module 3:</u> Week 14 4/10, 4/12, 4/14	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Wrapping up Module 3 &amp; Exam 3</li> <li>● <b>Summary:</b> This week we will finish up content from Module 3, review for Exam 3,</li> <li>● <b>Required Readings/Viewings:</b> No new readings or viewings, but you should review all course content from Module 3 in preparation for Exam 3.</li> </ul>

Module/ Week	Topics, Readings, and Assignments  Note: All readings and video links are available on Canvas
	<ul style="list-style-type: none"> <li>● <b>Assignment:</b> Review/study for Exam. Exam 3 will be taken on Monday, 4/10.</li> </ul>
<u>Module 4:</u> Week 15 4/17, 4/19, 4/21	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Reflecting on the Listening Life</li> <li>● <b>Summary:</b> This week we will review expectations for the Listening Analytic Essay</li> <li>● <b>Required Readings/Works:</b> No required readings or viewings, but you should begin researching and writing your essay this week. Please review the assignment expectations and rubric carefully. Come see Dr. Athearn for specific questions. Be sure to include both course materials and outside sources throughout your essay.</li> <li>● <b>Assignment:</b> Come to class with any questions about the essay. We will be able to workshop on essays, so the more you have completed coming into the class this week, then more help we can give you.</li> </ul>
<u>Module 4:</u> Week 16 4/24, 4/26	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Putting it all together</li> <li>● <b>Summary:</b> This week we continue to work on the Listening Analytic Essay.</li> <li>● <b>Required Readings/Works:</b> No required readings or viewings, but you should continue researching for your essay.</li> <li>● <b>Assignment:</b> You should be writing your essay and finishing it up this week. Please review the assignment expectations and rubric carefully. Come see Dr. A for specific questions. Be sure to include both course materials and outside sources throughout your essay. The Listening Analytic Essay must be uploaded to our course Canvas site by May 3rd.</li> </ul>

## IV. Student Learning Outcomes (SLOs)

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### What are the Objectives of Quest 1 (Q1)?

Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.

### THESE QUEST AND SUBJECT AREA OBJECTIVES WILL BE ACCOMPLISHED THROUGH:

- Identifying, describing and explaining the cross-cultural and multi-disciplinary dimensions of how we understand and participate in listening and the dynamic impacts it has on one's self and society.
- Critically analyzing both quantitative and qualitative data related to how one's culture shapes listening behaviors and expectations. And how empathetic and critical listening is more challenging in diverse environments.
- Connect course content with personal reflection, especially as it relates to their development at UF and beyond.
- Build effective communication skills that help to support ideas and actions.



**AT THE END OF THIS COURSE, STUDENTS WILL BE ASSESSED ON Q1, H, LEARNING OUTCOMES IN FOUR AREAS: CONTENT, CRITICAL THINKING, COMMUNICATION, AND CONNECTION.**

**Quest 1 and Humanities (H)**

	<b>Students will be able to...</b>	<b>Assessment</b>
<b>Content</b>	<b>Identify, describe, and explain</b> fundamental concepts related to listening, communication, empathy, interpersonal belonging, empowerment, critical thinking, and comprehension.	Class participation: discussions, activities, reflections, analytical essay and exams.
<b>Critical Thinking</b>	<b>Analyze, evaluate, and reflect critically</b> the complex relationship between humans, communication, listening and understanding. synthesize course information and activities to develop skills and understand.	Class participation: discussions, activities, reflections, and analytical essay
<b>Communication</b>	<b>Develop and present clear, organized, supported</b> responses for classroom prompts and assignments.	Class discussions and activities, analytical essay
<b>Connection</b>	<b>Connect</b> own experience with those of others, engage in self-reflection and interpersonal communication with others.	Class participation: discussions, activities, active listening opportunities.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

This course engages in several experiential-learning components, both in and outside of class (e.g. Active Listening Opportunities). During class, students will be challenged to reflect on their own cultural, experiential and personal backgrounds that help shape the way they understand and listen to the world around them. We will engage in many in-class activities that help students understand themselves as a person and as a listener. Students will be encouraged to explore outside of their own bubble/comfort zone to listen and understand others unlike themselves. These listening experiences will take place both in class, through discussions, and outside of class, through their Active Listening Opportunities.

### 2. Details of Self-Reflection Component

This course engages in several self-reflection exercises, both in and outside of class. During class, students will be challenged to reflect on their own cultural, experiential and personal backgrounds that help shape the way they understand and listen to the world around them. We will engage in weekly in-class activities that help students understand themselves as a person and as a listener. For example, we will complete Johari’s Windows as a self-reflection exercise. In addition, students will complete a Listener Preference Profile to help them understand the type of listener they naturally gravitate towards. Completing these self-reflections helps students bridge the gap between knowledge of the concepts and understanding of how the concepts influence their world views.

## VI. Required Policies

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### Attendance Policy

Our class meets in person during our scheduled time (unless otherwise noted). Class attendance is expected. Students are responsible for signing the attendance sheet. Please see the rubric for Participation & Attendance above. Each absence after your third absence will result in a 20 point reduction in the final grade. 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>

### 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.

### 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/>.

### 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.

### Counseling and Wellness Center

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

## **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.

## **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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.