

IDS 2935-22961: Special Topics: How Do We End Poverty? Quest 2

I. General Information

Class Meetings

- Semester: Spring 2023
- Time: Tuesday Period 3 (9:35-10:25) and Thursday, Period 3-4 (9:35-11:30am)
- Location: CSE E222

Instructor

- Lead Instructor: Xumin Zhang, Lecturer (Food and Resource Economics)
- Office: Food and Resource Economics, McCarty A 1177
- Office Hours: Tuesday – Thursday 2-4pm, or by appointment (Zoom conference: <https://ufl.zoom.us/j/3310373641>).
- Contact: xumzxm@ufl.edu;
- Teaching Assistant, Faith Aiya, faith.aiya@ufl.edu | Tuesday and Thursday, 3-4pm | MCCB 1088

Course Description

This course invites students to a pressing question - how can we end poverty. Although unprecedented progress in decreasing global rates of poverty has been made since 2000, new challenges, such as the COVID-19 pandemic and climate change, require us to look for creative solutions if we are to achieve the goal of poverty eradication.

This course presents the current progress, economic growth policies, and global commitment to poverty reduction. Students are introduced to the importance of the integration of economic, social, and environmental aspects of poverty reduction and sustainable development. Relying on the interdisciplinary efforts of agricultural economics, education and communication, food science and human nutrition, and natural resource and environment sciences, this course investigates poverty, hunger, health, education, and other poverty eradication goals. This course will encourage students to ask questions about how to integrate economics, the environment, and humanity together to reduce poverty around the world.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)
- Diversity (D)

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

The End of Poverty: Economic Possibilities for Our Time. By Jeffrey D. Sachs. Penguin Books, copyright 2006. Paperback ISBN: 978-0143036586; Hardcover ISBN: 978-1594200458

Principles of Economics, 2nd edition, by Steven A. Greenlaw and David Shapiro, XanEdu Publishing Inc. Original publication year 2017. Hardcover ISBN: 978-1947172364; Paperback ISBN: 978-1506699868; Digital ISBN: 978-1947172371; iBooks ISBN: 978-1947172487. Textbook content produced by OpenStax is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

Free book can be downloaded <https://openstax.org/details/books/principles-economics-2e>

The economic textbook (e.g., Principles of Economics by OpenStax) serves as a supplemental.

Articles, videos, etc. will be made available through the class Canvas page.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

<i>Graded Activity</i>	<i>Points</i>	<i>Percentage of Grade</i>
Practice Quizzes	100 points	20%
Experiential learning (2)/ Reflection (8)	100 points	20%
Assessment Quizzes (4)	200 points	40%
Youth Ending Poverty (YEP) Project and Poster Symposium (1)	100 points	20%
Total	500 points	100%

Assignments and Quizzes: (300 points): There are 4 modules in the course and for each module. There are practice quizzes and 4 assessment quizzes. Each of the assessment quizzes is worth 50 points with multiples choice questions and free response questions. Free response question examples include economic analysis (benefit/cost analysis) of human capital development, design of a supply chain system for hunger elimination, suggestions on a poverty reduction program.

Youth Ending Poverty (YEP) Project (100 points): Students in groups (3-4 students) act as youth advisers to develop a poverty reduction proposal, which is centered around a specific poverty issue (at community, region, or country level). The proposal aims to focus on a specific poverty issue, review

existing programs, and propose actions to improve / sustain the existing solutions. More importantly, the proposal outlines the ways how young people can contribute and take the responsibility in the future.

The UN and SDGs provide guidelines for countries to develop poverty reduction policies and programs. Since they are GOALS, they are not directly actionable. The YEP project is to develop project plan to achieve the goals (project initialization and design phase). Our YEP project aims to develop a project/program to have the goals achieved and focus on how to improve, make the existing program sustainable, and how youth can contribute.

The proposal must include an overview, background summary, why it matters, review of existing programs and current progress, proposal of actions to improve, and how youth can directly involve and contribute, and what are the expected outcomes.

After evaluating and analyzing the strengths and weaknesses, students are also required to provide recommendation for rollout to other communities, regions, or developing countries, when applicable. All citation, links to websites, and table and figures must be properly cited. More details will be provided in the project.

The YEP project will be split into several tasks throughout the semester with the team member participation evaluation at the end of the semester:

- Organize YEP teams (3-4 students) (5 points).
- Identify a poverty-related issue (hunger, healthcare, education, etc.) from reliable sources and discuss why it matters (10 points).
- Collect information and review existing solutions / programs, including background summary, goals, actions, and status (10 points).
- Evaluate and analyze the outcomes and provide proposal for improvement (10 points)
- Propose how youth can engage and contribute and how to rollout (15 points).
- Develop a poster, print, present the poster in the Poster Symposium (25 points).
- Individually evaluate posters in the poster symposium (5 points).
- Team member evaluation for Individual participation and contribution (20 points).

The instructor will evaluate and provide feedback in each step. Rubrics will be provided for each of the assignments. The deliverable (poster) will be presented in a mocked Poster Symposium at the semester's end and assessed by peer students. Poster Presentation Rubrics will be provided. Participation evaluation form will be provided.

Experiential Learning, Self-Reflection: (100 points):

There are experiential learning opportunities and reflections as part of the course. Students first reflect prior experience with poverty reduction organization / event. After a tour to Bread of The Mighty, student reflect new experience. After engaging to a volunteer service, students then reflect with further knowledge and experience. Lastly, students attend a poster symposium to summarize the course (presenting and evaluating).

- Two experiential learning opportunities offered as part of this course. Students can sign up in different tour and volunteer groups to participate.
 1. Organized local food bank visit (in first half of the semester) (10 points for participation).
 2. Organized volunteer services (in the second half of the semester) (10 points for participation).
- Three reflections (match up for the experiential learning).
 1. Self-Reflection on students' prior experience with poverty reduction programs / organizations (10 points).
 2. Reflection on the tour to Bread of The Mighty Food Bank (10 points).
 3. Reflection on the organized volunteer services (10 points).

Students must provide written reflections on these experiential learnings. The reflection must answer the following questions. Reflection rubrics will be provided for each of the assignments. More details about these will be provided in class.

- Describe the organization and operation
 - Reflect on your experiences
 - Evaluate the experience:
 - Develop a marketing statement
- Five reading reflections on assigned readings (10 points each).

Grading Scale

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

A	93 – 100%		C	73 – 75.9%
A-	90 – 92.9%		C-	70 – 72.9%
B+	86 – 89.9%		D+	66 – 69.9%
B	83 – 85.9%		D	63 – 65.9%
B-	80 – 82.9%		D-	60 – 62.9%
C+	76 – 79.9%		E	<60

Please note that grades are not 'rounded' or 'adjusted' at the end of the term.

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/>

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
	MODULE 1: Introduction to Poverty and Economic System
Week 1	<ul style="list-style-type: none"> • Topic: Getting Started and Introduction to Poverty • Summary: What is poverty and the cause of poverty, across the world. • Required Readings/Works: Poverty and Economic Inequality (Economics p353-p360); The End of Poverty: Economic Possibilities for Our Time (pp5-25); Global poverty: Facts, FAQs, and how to help (world vision) [Online Resource]; The SDGs Report 2022 (pp2-7). • Additional Recommended Resources: The MDGs Report 2015; Global Extreme Poverty [Online Resource]. • Assignments: Student Engagement Quiz (2 extra credit points); Practice Quiz 1.
Week 2	<ul style="list-style-type: none"> • Topic: The Poverty in the U.S. • Summary: Poverty in the US and Government Policies to Reduce Poverty. • Required Readings/Works: Poverty and Economic Inequality (Economics pp360-371); UN Expert Reveals Shocking Facts about Poverty in the U.S. (Online Resource) • Additional Recommended Resources: Poverty in the U.S. 2021 (US Census, pp1-6) • Assignment: Practice Quiz 2; Self Reflection 1 (Prior knowledge and experience of poverty reduction).
Week 3	<ul style="list-style-type: none"> • Topic: Economic Systems and Poverty • Summary: Introduction to circular flow model and the economics system, laissez-faire Capitalism, Command system, and Market System; understand the economic systems to address poverty issues; introduction to comparative advantages. • Required Readings/Works: An Overview of Economic System / International Trade (Economics pp18-26, pp785-796); The End of Poverty: Economic Possibilities for Our Time (pp26-50, pp51-73). • Assignment: Practice Quiz 3; Assessment Quiz 1
	MODULE 2: Economic Development and Poverty Reduction
Week 4	<ul style="list-style-type: none"> • Topic: Economic Growth • Summary: Introduction to economic growth; Ineffective legal system in low-income countries; Components of economic growth; Low-income countries' economic convergence. • Required Readings/Works: Economic Growth (Economics pp473-493); The End of Poverty: Economic Possibilities for Our Time (pp74-89); The SDGs Report 2022 (Goal 1, pp26-27). • Additional Recommended Resources: Countries with Risks of Political Violence In 2015 [Online Resource]; Poverty Reduction and Economic Growth (Econofact) [Online Resource]. • Assignment: Practice Quiz 4; Self Reflection 2 (Sri-Lanka's Economic Crisis).

Week	Topics, Homework, and Assignments
Week 5	<ul style="list-style-type: none"> • Topic: No Hunger • Summary: Discussion of approaches to eradicate extreme poverty and hunger; reflection of agricultural production issues and distribution issues • Required Readings/Works: SDGs Report 2022 (Goal 2, pp28-29); The End of Poverty: Economic Possibilities for Our Time (pp188-209). • Additional Recommended Resources: The MDGs Report 2015 [Online Resource]; How Technology Can Reduce Hunger and Improve Food Security [Online Resource]. • Assignment: Self Reflection 3 (Bread of the Mighty*).
Week 6	<ul style="list-style-type: none"> • Topic: Improving Health and Well-being • Summary: Discussion of approaches to promote public health and improve health condition. • Required Readings/Works: The SDGs Report 2022 (Goal 3); The World Bank: Poverty and Health [Online Resource]; Can insurance and telemedicine revolutionize healthcare in Africa [Online Resource]. • Additional Recommended Resources: The MDGs Report 2015 [Online Resource]. • Assignment: Self Reflection 4 (UNDP Story).
Week 7	<ul style="list-style-type: none"> • Topic: Rapid population growth affecting economic outcome • Summary: Discussion of birth rate contribution to economic development and how individuals and families escape from poverty; policies and programs to reduce high fertility in the economic development strategies • Required Readings/Works: Population, poverty, and economic development, 2009 [Online Resource]; Poverty and fertility in less developed countries: a comparative analysis, 2005 [Online Resource]; Fertility and Poverty in Developing Countries, 1988 [Online Resource]. • Additional Recommended Resources: World Fertility and Family Planning Report 2020, pp9-12 [Online Resource]. • Assignment: Self Reflection 5 (Volunteer Services*).
Week 8	<ul style="list-style-type: none"> • Topic: Ensuring sustainable development • Summary: Discussion of development strategies and government policies to ensure environmental sustainability and responsible consumption and production • Required Readings/Works: Environmental Protection and Negative Externalities (Economics, pp275-280; pp288-290); The SDGs Report 2022 (Goal 6, pp38-39); Why a Healthy Environment is Essential to Reducing Poverty [Online Resource]. • Additional Recommended Resources: Sustaining the Environment to Fight Poverty [Online Resource]. • Assignment: Practice Quiz 5; Assessment Quiz 2.

Week	Topics, Homework, and Assignments
	Module 3: Human Development and Poverty Reduction
Week 9	<ul style="list-style-type: none"> • Topic: Developing human capital • Summary: Introduction to Human Capital approach and Human Capabilities approach; Labor Productivity and Economic Growth; Government policies to deepen human capital • Required Readings/Works: Labor Productivity and Economic Growth (Economics pp477-488); Poverty Perspectives: basic needs approach vs. capability approach [Online Resource]; What is Poverty Mindset [Online Resource]. • Additional Recommended Resources: A Comparison of Four Poverty Approach [Online Resource]; Understanding Poverty: the human development approach [Online Resource]. • Assignment: Practice Quiz 6; Self Reflection 6 (Poverty Mindset).
Week 10	Spring Break
Week 11	<ul style="list-style-type: none"> • Topic: Achieving primary education • Summary: Discussion of encouraging school participation and achieving primary education; young people participation as students and teachers. • Required Readings/Works: The End of Poverty: Economic Possibilities for Our Time (pp148-169); The SDGs Report 2022 (Goal 4); United Nations: Reducing Poverty Through Education - and How [Online Resource]; The End of Chinese Prosperity Scott Rozelle [Online Resource]. • Additional Recommended Resources: The MDGs Report 2015 [Online Resource]. • Assignment: Self Reflection 7 (UNDP Stories or Case Study).
Week 12	<ul style="list-style-type: none"> • Topic: Empower women and promoting gender equality • Discussion: Discussion of supporting the education of young women and girls and promoting gender equality. • Required Readings/Works: The End of Poverty: Economic Possibilities for Our Time (pp170-187); The SDGs Report 2022 (Goal 5); United Nations: Female Empowerment and Extreme Poverty Reduction [Online Resource]; Gender equality UNICEF India [Online Resource]. • Additional Recommended Resources: The MDGs Report 2015 [Online Resource]. • Assignment: Self Reflection 8 (Women equality or empowerment); Assessment Quiz 3.
	Module 4: Employment and Poverty Reduction
Week 13	<ul style="list-style-type: none"> • Topic: Employment and decent work for all • Summary: Introduction to labor market. Employment discrimination and the link between unemployment and poverty. • Required Readings/Works: Labor Market (Economics pp84-92; pp338-346); The End of Poverty: Economic Possibilities for Our Time (pp109-130); The SDGs Report 2022 (Goal 8). Small business growth in Yemen [Online Resource]. • Additional Recommended Resources: The MDGs Report 2015 [Online Resource]. • Assignment: Practice Quiz 7.

Week	Topics, Homework, and Assignments
Week 14	<ul style="list-style-type: none"> • Topic: Microfinance to reduce poverty • Summary: Discussion of what is micro-finance and how micro-finance reduces poverty • Required Readings/Works: Financial Market (Economics, pp401-422). The End of Poverty: Economic Possibilities for Our Time (pp90-108); The SDGs Report 2022 (part of Goal 5). • Additional Recommended Resources: Micro Finance and Poverty Reduction of Selected Households [Online Resource]. • Assignment: Practice Quiz 8.
Week 15	<ul style="list-style-type: none"> • Topic: International capital flows, foreign aid, and global partnership. • Summary: Foreign aid works to low-income countries, and effects on jobs, wages, and working conditions. Discussion of special needs of the least developed countries and incorporation with developing countries to develop and implement strategies for decent and productive work. • Required Readings/Works: International Capital Flows (Economics pp562-569); The End of Poverty: Economic Possibilities for Our Time (p226-p265); The SDGs Report 2022 (Goal 17). • Additional Recommended Resources: A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development [Online Resource]. • Assignment: Assessment Quiz 4; YEP Poster Due
YEP Project: Poster on Youth Participation in Poverty	
Week 16	<ul style="list-style-type: none"> • Topic: Poster Symposium • Summary: YEP Project Poster Symposium – students in groups present their posters - Youth ending poverty and proposals for action • Required Readings/Works: N/A • Assignment: Poster Presentation and Evaluation

- Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated on e-learning as an announcement. It is solely the student’s responsibility to stay informed of any changes.
- *indicates the reflection on a experiential learning activity.

By enrolling in this course, you are agreeing to the terms outlined in this syllabus!

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:

<p>Content: <i>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).</i></p>	
<ul style="list-style-type: none"> • Identify, describe, and explain the cross-disciplinary dimensions of the pressing societal issue or challenge, that is extreme hunger and poverty within US and around the world as incorporated into the course (Quest 2, S, D). Assessment: Module Assessment, Reflections. • Identify and explain the potential causes of poverty and the determinants of poverty alleviation and discuss the policies of government and strategies of international organizations. Assessment: Module Assessment, Reflections. 	<p>S, D</p>
<p>Critical Thinking: <i>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).</i></p>	
<ul style="list-style-type: none"> • Critically analyze the government and international organization policies implemented for reducing poverty. Assessment: Reflections, Presentation, Essay • Critically evaluate the potential outcomes and propose options for action for poverty reduction. Assessment: Module assessment, Reflections, Poster symposium 	<p>S, D</p>
<p>Communication: <i>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).</i></p>	
<ul style="list-style-type: none"> • 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). Assessment: Reflection, Poster Symposium. 	<p>S</p>
<p>Connection: <i>Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.</i></p>	
<ul style="list-style-type: none"> • Propose potential options for action for poverty alleviation in an economically feasible, environmentally sustainable way to implementing solutions (Quest 2, S). Assessment: Poster Symposium, Reflection. 	<p>S, D</p>
<p>S – Social and Behavioral Sciences Designation -- 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.</p>	
<p>N – International Designation -- this designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses international content and engagement and it should be a substantial, defining</p>	

<p>feature of the course. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.</p>	
<p>D-Diversity Designation - Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U.S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.</p>	

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students must participate in all 3 experiential learning activities by signing up to the organized groups. The instructor will formally host all three events.

1: Organized tour to Bread of The Might Food Bank. (10 points for participation)

To understand the operation of a local food bank and its distribution system, and to identify its role in hunger elimination and poverty reduction. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

325 NW 10th avenue, Gainesville, FL 32601.

The organization has confirmed the capacity of a tour with a group of 10 students each working day.

2. Organized volunteer service for Bread of The Mighty or Gainesville Free Grocery Store. (10 points for participation)

To acquire experience in poverty reduction related non-profit organizations. Students will be able to answer questions about how to make the operation more effective and sustainable at the local level. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

- Bread of The Mighty, 325 NW 10th avenue, Gainesville, FL 32601.

Volunteers work to support our warehouse staff. The main tasks that will be asked of volunteers include sorting, packing and cleaning.

- Gainesville Free Grocery Store, Civic Media Center, 433 S Main St, Gainesville, FL 32601

Volunteers pack and deliver free groceries every Tuesday out of the Civic Media Center. Help out as a sorter, packer, driver, or facilitator with shifts starting between 2-6pm

3. Youth Ending Poverty Project (YEP) and Poster Symposium (in class) (100 points)

To develop, propose, and present the YEP project on a poverty reduction program on local, domestic, or international level.

During the semester's end, students will have the opportunity to research, analyze, and propose, and present their research findings, interact with peers, learn from one another, inspire each other by sharing their work of learning poverty reduction programs.

Students in groups (3-4 students as a working group), act as youth advisers to develop a project proposal, which is centered around a poverty reduction program (at community, domestic, or international level). The proposal aims to provide recommendations how to improve / sustain the current program and outline the ways in which young people can contribute.

The proposal must include an introduction, why it matters, goals of targets the program and current progress, actions to improve the program, how youth can directly involve and contribute, and what are

the expected outcomes. Students are also required to evaluate and analyze the strengths and weaknesses to provide recommendation for rollout to other communities, regions, or other developing countries. All citation, links to websites, and table and figures must be properly cited.

The poster will be presented in a Poster Symposium at the semester’s end. The poster will be evaluated by other groups in the symposium (individually). Students are required to evaluate at least 6 posters, and the evaluation are due 2 days of symposium. Individual member’s participation/contribution will be evaluated by team members.

Poster Evaluation Rubric for Poster (draft)

Poster #	Visual appeal (1-5)	Content quality (1-5)	Poster presentation (1-5)	Response to questions (1-5)	Overall (1-5)
	Overall visually appealing	Text content is clearly arranged. Cites all obtained from other sources. APA citation style	Presents main points of introduction, methods, results, and conclusions	Narration and/or answering of questions	Overall assessment
1					
2					
3					
4					
5					
6					

2. Details of Self-Reflection Component

Students reflect on experiences with poverty reduction organization/program/agency within one week of the experience. The instructor will evaluate and provide feedback on all of the student's written assignments.

The reflections will include the following questions.

- Describe the organization and operation: what organization did you go and what they are servicing for? What did you do? Define a poverty reduction component to the activity.
- Reflect on your experiences: How did you feel about the operation? What sorts of activities were there in the organization? Is it an effective operation/program? What do you think they did good and what they could improve?
- Evaluate the experience: Compared to your prior knowledge about poverty reduction, how does the experience change your understanding, perception, attitude toward poverty reduction? Do you think the experience was worth to you and have value to others? What are the benefits other may acquire to accessing the experience?

- Develop a marketing statement: after capturing the value of the program, you should try to promote the organization, get more support, and engage more people to contribute to poverty reduction.

1. Self-Reflection on prior experience (10 points)

To link students' previous experience of poverty reduction programs/events with the content in class.

In the first week, students are required to reflect prior experience with poverty reduction organizations or events, with focuses on prior knowledge and experience. It is helpful for course delivery and work with students. A Reflection Writing Assessment Rubric is provided.

2. Reflection on the tour to Bread of The Mighty (10 points)

To describe the food bank operation and distribution system, and to evaluate the effectiveness of the program.

In the first half of the semester, students have acquired some knowledge and information about poverty reduction. After the tour to the Bread of The Mighty, students will be able to summarize the role of the food bank in poverty reduction at the local level. Also, students evaluate the effective of the operation, with focus on the evaluation component. A Reflection Writing Assessment Rubric is provided.

3. Reflection on the volunteer service (10 points)

To identify the organization / agency's contribution to poverty reduction, and to propose how to make the program more effective and sustainable.

In the second half of the semester, after attending the volunteer service, students will be able to describe their volunteering experience, highlight how the service contributed to poverty reduction. Evaluate the program and develop a proposal for making the program more effective and sustainable, with focus on proposal.

A Reflection Writing Assessment Rubric is provided.

Reflection 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 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 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 generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use an APA 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.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

VI. Required Policies

Plagiarism

The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student's own work all or any portion of the work of another.

Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

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>

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/>.

In-Class Recording

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.

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.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

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 the 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.

Diversity, Equity, and Inclusion

The University of Florida’s College of Agricultural and Life Sciences (CALs) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at ONE.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALS are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALS instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALS Dean's Office (cals-dean@ufl.edu).