

EDG 3623: Equity Pedagogy Foundations: Fall 2024

Course Dates: August 22, 2024 – December 4, 2024

Instructor: Michael Scofield, M.S., [mscofield1@ufl.edu](mailto:m scofield1@ufl.edu)

Office: 2602A Norman Hall, Office hours upon request

Section: 24WA

Class: NRN 2033

Time: Wednesdays: 8:30 AM – 11:30 AM

Course Overview

Today's schools are often characterized by incredible racial, ethnic, social class, linguistic, and cultural diversity. University of Florida's Elementary Education program prepares the next generation of teachers to create fruitful learning experiences for all children. This course explores the foundational concepts of race, class, ability, and sexuality as they impact schools and the children served in them. Students in this course will examine the ways their own history and experiences have shaped their view of schools, schooling, and the children they will teach throughout their careers as educators.

To prepare you to become a teacher who can help **all** learners thrive in and outside of school, you will be prepared to leverage the assets of students and families to engage in meaningful change in the classroom, community, and beyond.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Define educational equity and its importance in maintaining a student-focused learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative (FEAP 2).
2. Articulate their beliefs about instruction that conveys high expectations for all students (FEAP 2c) and that respects students' cultural, linguistic, and family background (FEAP 2d).

Diversity and Inclusiveness Statement

As a teacher education program at a public, land-grant institution, and as residents of a country built on democratic ideals, it is our responsibility to prepare teachers who can work effectively with **all** students. This includes students from diverse racial, ethnic, social class, religious, ability, and gender, backgrounds and sexual orientations.

Diversity is one of our biggest assets in the classroom. Different perspectives enrich our understanding of various human interactions and are imperative to developing just solutions to complex educational problems.

This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities & races, genders, gender identities, gender expressions, national origins, religions (if any), sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. This does not

mean that you are not allowed to disagree with others, but that such differences should be explored without ad hominem (i.e., directed against a person rather than the position they are maintaining) judgment.

Required Books

Asante, M. K. (2013). *Buck: A memoir*. Random House LLC.*

Draper, S. M. (2008). *Copper sun*. New York: Simon and Schuster.*

***NOTE:** Explicit Content Statement (courtesy of Dr. Regina N. Bradley - Kennesaw State University). Over the course of the semester students will be introduced to texts that may be explicit in nature (i.e., cursing, sexual content, etc.). Students should be fully aware that these types of texts can be perceived as offensive, but should still be discussed with respect to the opinions of peers, the instructor, and creator of the text in question.

Additional Articles, Films, & Book Chapters (provided in electronic format via Canvas)

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.

Bishop, R. S. (2012). Reflections on the development of African American children's literature. *Journal of Children's Literature*, 38(2), 5-13.

Bolgatz, J. (2005). *Talking race in the classroom*. New York: Teachers College Press (Chapter 2)

Dana, N. F., & Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press. (Chapter 1)

Diller, J. V. & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont: Thomas Wadworth. (Chapters 2 & 6)

Dixon, A. D., & Rousseau Anderson, C. (2017). The first day of school: A CRT story. In A. D. Dixon, C. Rousseau Anderson, & J. K. Donner (Eds.), *Critical race theory in education: All god's children got a song* (pp. 57–64). essay, Routledge .

Evans, E. (2017). White Girl teaching. *International Journal of Qualitative Studies in Education*, 31(2), 158-161.

Freeman, A., & Mullen, D. (2021). Be(coming), the evolution of teachers' humanity. *Rethinking Behavior*, 4(3), 50-51.

Gates, H. L., Hart, G., Goold, B., Root, J., Kunhardt, P. W., McGee, D., Quinn, V., Bates, M., Howe, T., & McGann, K. (2017). *Africa's great civilizations*. PBS Distribution.

- Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, 42(3), 195-202.
- Kailin, J. (2002). *Antiracist education from theory to practice*. Rowman & Littlefield Publishers. (Chapter 5)
- Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher*, 33(7), 3-13.
- Love, B. L. (2019). *Dear white teachers: You can't love your black students if you don't know them (opinion)*. Education Week. Retrieved from <https://www.edweek.org/teaching-learning/opinion-dear-white-teachers-you-cant-love-your-black-students-if-you-dont-know-them/2019/03>.
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.** (Chapters 5 & 6)
- Lowman, S., Eckford, E., Mendez, S., & Roberts, T. (2018). Teach us all. The Video Project.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom Magazine*, 10-12.
- Michael, A. (2015). *Raising race questions: Whiteness and inquiry in education*. Teachers College Press. (Chapter 2)
- Mott-Smith, J. A. (2008). Exploring racial identity through writing. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 146–153). essay, The New Press. (Chapter 27)
- Moradi, B. (2017). (Re)focusing intersectionality: From social identities back to systems of oppression and privilege. In K. A. DeBord, A. R. Fischer, K. J. Bieschke, & R. M. Perez (Eds.), *Handbook of sexual orientation and gender diversity in counseling and psychotherapy* (pp. 105–127). essay, American Psychological Association.
- Sealey Ruiz, Y. (2011). Dismantling the school-to-prison pipeline through racial literacy development in teacher education, *Journal of Curriculum and Pedagogy*, 8(2), 116-120. <http://dx.doi.org/10.1080/15505170.2011.624892>
- Silva Parker, C., & Willsea, J. (2011). Summary of stages of racial identity development, *Interaction Institute for Social Change*, 1-5.
- Smith, I. E. (2016). *Minority vs. Minoritized*. The Odyssey Online. Retrieved from <https://www.theodysseyonline.com/minority-vs-minoritize>.
- Stevenson, H. (2015). *Hearing the lion's story: Racial stress can silence children. Storytelling can awaken their voices*. Teaching Tolerance. Retrieved from <https://www.tolerance.org/magazine/spring-2015/hearing-the-lions-story>

REQUIRED ASSIGNMENTS

TDSI Common Beliefs Survey. The Teaching Diverse Students Initiative (TDSI) created the Common Beliefs Survey tool which is used to explore educators' beliefs about instruction that can prove problematic to the educational achievement of children from racially and ethnically minoritized groups. The survey's purpose is to help educators explore their beliefs and the dilemmas inherent in having to make judgments as educators. Ultimately, educators can interpret the results of this survey to consider how they can use students' backgrounds to enhance learning experiences.

To gain insights into your own beliefs as you begin your educator preparation program, you will complete this survey as your first assignment in this class by documenting the extent to which you agree or disagree with particular statements of belief. As a class, we will discuss our survey responses as a means of unearthing the potential consequences of our beliefs on our teaching. To receive full credit on this assignment, you will submit a copy of the completed TDSI survey along with a one-page reflection on your experience taking this survey and discussing the results in class. This assignment is worth **10 possible points**.

Implicit Associations Test. Psychologists at Harvard, the University of Virginia and the University of Washington created "[Project Implicit](#)" to measure unconscious bias. The Implicit Associations Test (IAT) assesses an individual's hidden biases by measuring unconscious or automatic responses to particular groups. Examining how we might be primed to unintentionally harbor biases plays an important role in understanding issues of equity within schools and the larger society. For this reason, for your second assignment in this class, you will be tasked with completing a minimum of three of the following IATs: religion, gender-science, sexuality, Native American, race, Asian American, Arab-Muslim, transgender, or disability. This assignment is worth **10 possible points**. To take Project Implicit's Hidden Bias Tests, [click here](#).

Preflections. Preflection is a strategy designed as a tool to enhance and enrich the reflection process. Before reading each young adult literature you will take time to answer the questions prompts provided on canvas. The preflection should be no less than 500 words.

Literature Circle Preparation, Participation, and Response. Young adult literature is not just for young adults. It can be a powerful tool for teachers to gain insights into the diverse lives and experiences of the children they will teach, particularly children whose race, class, ability, gender, sexuality, and language are different from their own. For this reason, in this class we will read two Young Adult novels, *Copper Sun* and *Buck*, to examine race and the role it has, and continues to play, in schools, communities and society. Race is the first minoritized identity we are focusing on in the four-course equity pedagogy series.

This assignment focuses on preparing for the discussion of these novels in class, discussing the novel, and reflecting on the discussion when it is finished. Each novel will be discussed in a literature circle group of four to six students over 3 class periods. You will be assigned to a different literature circle group for each novel and designated a role to play for each meeting. The description of each role will be provided in class. On the day of each literature circle, you

must come to class having prepared to enact your role to facilitate rich discussions within your group. After each literature circle, you will complete an assessment of individual groups members' participation and preparedness for the discussion, including your own, using a peer evaluation form provided in class.

This assignment is worth **20 points for each novel, resulting in 40 points total** (10 points a circle, with 5 points earned by completing the response and 5 points determined by peer evaluation). Rubric provided in class.

Education & Equity Journal

After each literature circle discussion ends, **select 2 questions** from the list below, reflecting the "Windows," "Mirrors," and "Sliding Glass Door" model by Bishop (2012) and write a 1-2 page literature response:

Windows: Consider how the book provides a view into a culture different from your own.

- How is the main character different from you?
- Is the character's experience something you have ever experienced? If so, how so? If not, why not? Has anyone you know (or anyone you are related to) experienced something similar?
- What did you already know about the culture/experience described in the book before reading? What new information did you learn about the culture/experience described in the book?
- Did you learn anything that challenged what you already knew (or thought you knew)? Explain.
- What surprises you in today's reading? Why do you think it surprises you?
- Do you find anything confusing in the book?

Mirrors: Consider how the culture/experiences described in the book compare with your own and shed light on your own culture.

- How does your own culture connect to or differ from the culture described in the book?
- If you find yourself resisting, questioning, or doubting what you read in the book, try to explain why that is. What are you resisting? What doesn't "sit right" with you? Why do you think you feel this way?
- If you were confused by something in the book, what might be causing that confusion?
- Is the experience described in the book something that could happen in your culture? Why or why not?
- Could someone in your culture have written this book? Why or why not?
- If a similar book exists in your culture, who wrote it and what is it about?
- What does the book make you think about in terms of your own life and experiences?

- What does the book make you think about in terms of teaching it or similar multicultural literature?
- What does the book make you think about in terms of teaching African-American children in the classroom?

Sliding Glass Doors: Consider how you might learn more about the culture/experiences/people described in the book and become an ally/advocate/friend to someone represented by the book you are reading.

- As a result of your reading, what do you realize you need to know more about? How will you go about learning this information?
- How does what you learned in the book compare/contrast with what you thought you knew/understood already? How did you learn what you already knew?
- What changes in attitudes, thinking, or action does the book suggest, either for you or others?
- Complete the sentence: At first I thought _____, but now I think_____.

At the conclusion of each literature circle session, submit your written responses. This assignment is worth **30 points total** (5 points for each submission).

Cultural Autobiography

Throughout this class, we will be exploring culture and the role it plays in shaping the ways teachers and students experience schools and schooling. As a future teacher, it is important to understand your own cultural background. Hence, for the final assignment for this course, you will write a cultural autobiography.

The cultural autobiography assignment is designed as a self-reflection process for increasing understanding of the self and others (Barclay-McLaughlin, Kershaw, & Roberts, 2007; Chang, 1999; Reed-Danahay, 1997; Tiedt & Tiedt, 1999). Three goals guide the cultural autobiography process:

- To encourage your reflection and examination of past experiences for deeper understanding and meaning
- To consider how your personal values, beliefs, and attitudes contribute to the nature of interactions
- To increase your awareness, understanding, and competence for engaging and preparing future citizens of a diverse and multicultural democratic society and world

Activities that will help structure your completion of this assignment will be provided in class over the course of the semester. Once these activities are completed, you will write your autobiography and submit it on the last day of class.

Your 8-10 page autobiography should be in narrative form and address the following:

1. Demographic and Descriptive Information

- Who are you?
- Where are you from?
- What are your traditions (include family and education traditions, beliefs, values)?
- What type of knowledge and experiences do your family value?
- What type of knowledge and experiences do you value?
- What kind of schools did you attend?
- What are your experiences with diversity?

2. Analyses

- How are your experiences informed by your race?
- How does your socioeconomic background inform your experiences?
- Are your current ideas the same or different now? Why or why not?
- What kinds of ideas did you inherit about people of different backgrounds?
- How have these ideas shaped you and your experiences?

3. Implications for Teaching

- How do your experiences and family history influence your ideas about teaching in each of the diverse elementary school contexts you have or will be observing during your Clinical Rotations in Diverse Elementary School Contexts course?
- What kinds of ideas and cultural practices might you bring to your teaching?
- How will you use your knowledge of your culture to support your students?
- What kind of teacher do you hope to be?
- In what areas do you think you might struggle with regard to racial, ethnic, cultural, linguistic, religious, gender, and socioeconomic differences between you and your students?
- As you consider your cultural background and your thoughts on teaching and learning, what areas do you anticipate needing to focus on in order to be a successful teacher?

This assignment is worth **40 points**. A grading rubric will be provided in class.

Grading Scheme

Assignment	Points Possible	Due Date
TDSI Common Beliefs Survey	10	Wednesday, Aug. 28th (In-class assignment)
Implicit Associations Test	10	Wednesday, Sept. 4th
Literature Circle Roles	40	Wednesday, Sept. 11th Wednesday, Sept. 18th Wednesday, Sept. 25th Wednesday, Nov. 6th Wednesday, Nov. 13th Wednesday, Nov. 20th
Preflection I & II	20	Wednesday, Sept. 4th Wednesday, Oct. 30th
Equity and Education Journal	30	Wednesday, Sept. 18th Wednesday, Sept. 25th Wednesday, Oct. 2nd Wednesday, Nov. 13th Wednesday, Nov. 20th Wednesday, Dec. 4th
Class participation	30	Ongoing
Attendance	20	Ongoing
Final Paper/Capstone Cultural Autobiography & My Thinking about Teaching and Learning	40	Wednesday, Dec. 4th
Total	200	

Final course grades will be assigned using the following scale:

Grading Scale

Grade	Range	Grade	Range
A (93-100)	186-200	C (73-76)	146-153
A- (90-92)	180-185	C- (70-72)	140-145
B+ (87-89)	174-179	D+ (67-69)	134-139
B (83-86)	166-173	D (63-66)	126-133
B- (80-82)	160-165	D- (60-62)	120-125
C+ (77-79)	154-159	E (0-59)	0-119



DEFENDING
EDUCATION

Weekly Course Outline

Our course schedule remains flexible. Therefore, the following course schedule is subject to change. These changes are at the discretion of the professor in consultation with students.

Week of	Topic/Reading(s) Due	Assignment(s) Due
Aug. 19 (WK 1)	No Class- BAE Orientation	
Theme: Teacher/Personal Identity		
Aug. 26 (WK 2)	Welcome!!! Understanding Ourselves as Cultural Beings	- TSDI Common Beliefs Survey (in class)
Sept. 2 (WK 3)	Understanding Ourselves as Cultural Beings - <i>Diller & Moule</i> : Ch. 1 Development and Learning: Children, Parents and Families of Color - <i>Bishop</i> : Reflection on the Development of African American's Children Literature	- Implicit Associations Test https://implicit.harvard.edu/implicit/ - Anticipation Guide Part I - Preflection Prompts for Copper Sun
Theme: Historical Issues & Ideology		
Sept. 9 (WK 4)	Race & Culture in Teaching and Learning: History of U.S. Slavery I - <i>Copper Sun</i> pp. 1 – 104	- <i>Copper Sun</i> Literature Circle I pp. 1-104 (in class)
Sept. 16 (WK 5)	Race & Culture in Teaching and Learning: History of U.S. Slavery II - <i>Bolgatz</i> : Ch. 2 What is race? What is racism? - <i>Copper Sun</i> pp. 107 - 205	- <i>Copper Sun</i> Literature Circle II, pp. 107-205 (in class) - Journal Reflection

Sept. 23 (WK 6)	Race & Culture in Teaching and Learning: History of U.S. Slavery III <ul style="list-style-type: none"> - <i>McIntosh</i> : Invisible Knapsack - <i>Copper Sun</i> pp. 206 – 302 	<ul style="list-style-type: none"> - <i>Copper Sun</i> Literature Circle III, pp. 206-302 (in class) - Journal Reflection
Theme: Ethnic Cultural Diversity		
Sept. 30 (WK 7)	Linking Race to Other Minoritized Identities: Intersectionality <ul style="list-style-type: none"> - <i>Mott-Smith</i> (Everyday Antiracist): Ch. 27 - <i>Moradi</i>: Ch. 4 - <i>Stevenson</i>: Hearing the lion’s story - Africa’s Great Civilizations Parts I-IV 	<ul style="list-style-type: none"> - Journal Reflection
Oct. 7 (WK 8)	A Preview of Other Minoritized Identities <ul style="list-style-type: none"> - Kimberle Crenshaw: TED Talk - <i>Smith</i>: Minority vs Minoritized 	
Theme: Understanding/Identifying Oppression & Inequity in Schools & Society		
Oct. 14 (WK 9)	Brown v Board: Defining Education, Schooling, and American Culture <ul style="list-style-type: none"> - <i>Ladson-Billings</i>: Landing on the wrong note... - <i>Love</i>: Chapter 5 - <i>Dixson</i>: First Day of School 	
Oct. 21 (WK 10)	Connecting Equity and Education <ul style="list-style-type: none"> - Teach Us All: Documentary 	
Oct. 28 (WK 11)	Race & Culture in Teaching and Learning: An Overview <ul style="list-style-type: none"> - <i>Love</i>: Dear White Teachers... - <i>Freeman & Mullen</i>: Be(coming) - <i>Evans</i>: White Girl Teaching 	<ul style="list-style-type: none"> - Preflection Prompts for Buck

Theme: Family/Community Culture & Resources		
Nov. 4 (WK 12)	Race & Culture in Teaching and Learning I - <i>BUCK</i> pp. 3 – 76	- <i>Buck</i> Literature Circle I pp. 3-76 (in class)
Nov. 11 (WK 13)	Race & Culture in Teaching and Learning II - <i>BUCK</i> pp. 77 – 159 - <i>Alexander</i> : Chapters 1-4	- <i>Buck</i> Literature Circle II, pp. 77-159 (in class) - Journal Reflection
Nov. 18 (WK 14)	Race & Culture in Teaching and Learning III - <i>BUCK</i> pp. 160 – 249 - 13TH: Documentary	- <i>Buck</i> Literature Circle III, pp. 160-249 (in class) - Journal Reflection - Anticipation Guide Part II
Theme: Cultural Autobiography		
Nov. 26 (WK 15)	Holiday	
Dec. 2 (WK 16)	Course Wrap-Up	- Journal Reflection - Cultural Autobiography



COURSE AND UNIVERSITY POLICIES

Respect, honesty, and professionalism are always expected in this course. Please respond in an appropriate fashion. We expect undergraduate students to abide by the following policies:

Attendance Policy:

This course is taught in a synchronous in-person format. There will be no virtual engagement options available to students who must miss one of the live in-person courses.

Proactive communication is essential. Students with pre-planned activities on the day of a deadline are responsible for managing their time wisely and should plan to work ahead when needed so that they can submit their work before they leave.

Students are provided with one excused absence that does not require documentation for consideration. However, any deadlines for assignments or other established course expectations remain, unless there is a documented absence that results in a formal excuse providing rationale for an appropriate extension.

This course will comply and adhere to [the University's attendance policies](#).

Students will be required to provide appropriate documentation to support excuse consideration for any absence(s), except for the one absence provided to all students.

If a student will be absent from class, they should email the instructor prior to the anticipated absence as soon as they are aware of an impending absence. If extenuating circumstances preclude students from being able to contact the instructor prior to the absence, they should contact the instructor via email as soon as reasonably possible following their absence.

An [instructor notification from](#) the Dean of Students Office will be required for any of the following reasons:

- Death of a family member
- Death of a friend
- Personal Emergency
- Family Emergency
- Hospitalization
- Medical Emergency
- Significant Weather Impact

Students do not need an Instructor Notification, and may submit documentation/communication to the instructor directly for absences that are related to:

- Disability Resource Center provided accommodations
- University of Florida sponsored event
- Military Obligation
- Religious Holiday Observance
- Accepted Scholarly Activity

Participation:

We expect that each of you desires to get the most out of your educational opportunities and experiences, and will fully participate beyond the minimum requirements. This is a required foundational course and we expect high engagement in the course that reflects scholarly commitment and professionalism. It is also important to share diverse opinions because we all learn from new perspectives. Please remember that the quality of your participation matters just as much as the quantity of participation.

In writing and thinking about issues of critical pedagogy and your learning, you may be talking about challenges posed by specific children or other adults in your work or home context. **It is essential that you protect the anonymity of your children and the adults you talk about at all times**, and use person-first language (for example instead of autistic student use a student with autism).

Electronic Devices in Class: Use of electronic devices to reference readings in class is limited to the use of book/article applications. The use of electronic devices in class to view social media, check/send text messages, or other activities unrelated to course content is strictly prohibited. All devices are required to be on “**Airplane Mode**” when the course is actively in session and the internet is not needed. Violations of this course policy will result in an automatic deduction of your course participation grade.

Assignment/Grading Policy

Unless otherwise specified, assignments are due by the start of class on the day listed. Please do your assignments carefully and on time. If you are having difficulty meeting assignment timelines, please contact the instructor **PRIOR** to the due date.

- **The instructor has the discretion to adjust due dates and accept late submissions; however, assignments submitted late will lose 10% of the assignment grade per day (unless documentation is provided of extremely unusual circumstances).**
- Poorly written and/or carelessly proofread papers are sometimes returned ungraded until spelling, punctuation, or mechanical errors are corrected. Such papers will not receive a grade reduction.
- Students who use material(s) quoted from other sources without appropriate citation will be penalized. (See academic honesty policy below)
- Grade of Incomplete: We do not give incompletes, a grade of (I), except in extremely unusual circumstances and with appropriate documentation. It is up to you to plan accordingly and finish work during the scope of this course.

Electronic Submission of Papers

How you title the file in which your papers are sent to me is **VERY** important. Please use the following labeling structure (First initial lastname_assignmentname). So, if my name were Candace Smith I would label my file: csmith_finalpaper.doc. **All assignments must be submitted using Word format (doc OR docx). Please do NOT submit papers for grading in pdf format.** Additional expectations for writing assignments include:

- Use of spell-checking and grammar-checking tool is required. Points will be deducted from assignments with excessive spelling/grammar errors. If spelling/grammar is a challenge for you it is highly recommended that you use an editor.
- It is expected that you will revise your writing to correct common technical errors.
- **APA format is required.** Points will be deducted from assignments and postings with APA errors. Make sure to use the Purdue OWL website or the 7th edition of the APA manual. (You might also find this book helpful—Houghton, P.M. & Houghton, T. J. (2009) *APA the easy way* (2nd edition). Flint, MI: Baker College.)

University of Florida Policies

UF Computer Policy

In keeping with the University of Florida's student computer policy, all assignments completed for this class must be typed using a word processing program. Use of spell-checking and grammar-checking programs is strongly encouraged. Points will be deducted from assignments with excessive spelling/grammar errors.

Academic Integrity

All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at:

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

Please note that plagiarism from the Internet, from any published or unpublished manuscript, or from any current or former student's work will be considered a violation of the UF Academic Honesty policy. If you are not certain of the definition of plagiarism, please speak with your

instructor. NOTE: Submission of work completed to fulfill requirements for other classes may not be used for assignments in this class UNLESS you have specific permission from the instructor.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Attendance

Requirements for class attendance, 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>

UF Grading Policies

<https://calalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

UF Online Course Evaluations

“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://gatorevals.aa.ufl.edu/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .”

Counseling and Student Health

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information:

<http://www.counseling.ufl.edu/cwc/Default.aspx>.

Health and Wellness

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu or <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Acceptable Use Policy

Please read the [University of Florida Acceptable Use Policy](http://www.it.ufl.edu/policies/aupolicy.html) that can be found at <http://www.it.ufl.edu/policies/aupolicy.html>. You are expected to abide by this policy.

Software Use

All faculty, staff, and students of the University of Florida are required and expected to obey 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 the University policies and rules, disciplinary action will be taken as appropriate.