

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6937 (Special Topics) Write to Change the World (3 credit hours)**  
Spring 2022  
Delivery Format: Online, Zoom synchronous sessions  
Course Site on Canvas

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**Prerequisites**

None

**PURPOSE AND OUTCOME**

**Course Overview**

Writing has the power to influence action, shape dreams, and change the world. Yet, it's challenging and often overlooked. Public health students will learn and implement the essential skills for writing – audience alignment, engaging styles, and compelling narratives – that will transfer to any type of writing they may encounter.

**Course Objectives and/or Goals**

While the saying goes that “the pen is mightier than the sword,” wielding that pen – or keyboard – is perhaps even more difficult to learn and to practice than the sword. This course is designed to enable students to achieve a set of content, critical thinking, and communications objectives. Through this course, students will develop specific abilities for their own practice of writing that they will be able to transfer to any writing activity in their personal or professional life. This practice of writing will center on active listening, writing style analysis, audience alignment, engaging styles, and compelling narratives to connect and convey any content appropriate to the audience and the medium.

**Content**

Using academic literature, research strategies and skills, and writing practice, *upon completion of the course students will be able to:*

1. Conduct background research with a defined purpose for creation of a writing product, including defining need and individual knowledge gaps
2. Identify types of written products and audiences for professional and non-technical communication in public health, environmental health, and similar discipline areas broadly
3. Develop a written, ready-to-submit, product aligning with a key professional and career-oriented objective

### ***Critical Thinking***

4. Assess published written products for communication strategies, style, and audience
5. Self-assess and provide peer feedback on written products for content, communication, and audience alignment
6. Develop strategies for writing in different styles for professional and public-facing audiences, based on assessments of published written products

### ***Communication***

7. Communicate using a written product to a defined audience about a public health, environmental health, medical, or similar topic
8. Provide “useful” and constructive peer feedback for communication and written products to peers and colleagues
9. Develop a personal writing practice and analytical skills for lifelong written communication
10. Build confidence in written communication to a variety of audiences, both professional and non-technical

### **Instructional Methods**

The course will be divided into in-person synchronous class sessions via Zoom (one per week) and supplemented with online lectures and content through a partially blended learning approach. The online content delivery will be through the course’s Canvas site.

### **Synchronous Class Sessions**

This course is based on a community-oriented instructional approach, where students are encouraged and expected to be invested in their learning. We will be approaching the course content in a collaborative manner, working to build our understanding through the appreciation of individual lived experiences, cultural backgrounds, professional training, and personal and collective group interests.

The synchronous class sessions will focus on applying content knowledge from the module and expanding our discussion with invited guests. Students are expected to be engaged during the class and participate in pair, small group, and class discussions and learning activities.

### **Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and synchronous instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the

higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Advance notice will be provided to any changes in the course content or schedule as possible. Readings are tentative and may be adjusted as needed.

Week	Date(s)	Topic(s) and Objectives	Readings	Activities	Assignments
1	Jan 5-7	<p><i>Types and Styles of Writing</i></p> <ol style="list-style-type: none"> <li>1. Describe how writing impacts professional communication</li> <li>2. Identify types of articles and writing plans, particularly of interest to STEM and public health communication</li> <li>3. Show how the student uses writing in daily life</li> </ol>	None this week	No class meeting this week	Weekly Reflection #1
2	Jan 10-14	<p><i>Why Do We Write?</i></p> <ol style="list-style-type: none"> <li>1. Identify and describe types of articles, particularly of interest to STEM and public health communication</li> <li>2. Recognize the importance of writing in multiple aspects of professional communication</li> <li>3. Reflect on how writing can impact the student's professional development</li> <li>4. Consider a particular writing style of interest for the student's professional development during the semester</li> </ol>	<i>Writing Science</i> Chapter 1	Class Writing Introduction; Writing Goals Discussion; Article Objective Identification	Weekly Reflection #2  Semester Writing Project Idea

Week	Date(s)	Topic(s) and Objectives	Readings	Activities	Assignments
3	Jan 18-21	<p><i>How We Communicate in Writing</i></p> <ol style="list-style-type: none"> <li>1. Analyze written communication styles</li> <li>2. Compare and contrast writing in different types of articles, particularly those useful to STEM/public health communication</li> <li>3. Justify the type of article the student wants to write, based on written communication style analysis</li> <li>4. Describe context-appropriate reference strategies and how to attribute information to its source</li> <li>5. Apply reference strategies to cite sources</li> </ol>	<i>Writing Science</i> Chapter 2	Article Analysis	<p>Weekly Reflection #3</p> <p>Article Type Analysis Assignment</p> <p>Semester Writing Project Idea Revisions</p>
4	Jan 24-28	<p>Conducting Background Research and Expanding Our Knowledge</p> <ol style="list-style-type: none"> <li>1. Identify knowledge gaps and needed information for project</li> <li>2. Search for resources to expand knowledge on project</li> <li>3. Summarize resources appropriate to context and project</li> <li>4. Apply reference strategies to cite sources</li> <li>5. Analyze content and provide constructive peer feedback to colleagues</li> </ol>	<i>Writing Science</i> Chapter 3	Background Research Introduction; Writing Research Outlines	<p>Weekly Reflection #4</p> <p>Article Type Analysis Peer Review</p> <p>(start on) Background Research Assignment</p>
5	Jan 31 – Feb 4	<p><i>Conducting Background Research and Expanding Our Knowledge, continued</i></p> <ol style="list-style-type: none"> <li>1. Identify knowledge gaps and needed information for project</li> <li>2. Search for resources to expand knowledge on project</li> <li>3. Summarize resources appropriate to context and project</li> <li>4. Apply reference strategies to cite source</li> <li>5. Analyze content and provide constructive peer feedback to colleagues</li> </ol>		Background Research Work Day	<p>Weekly Reflection #5</p> <p>Background Research Assignment</p>

Week	Date(s)	Topic(s) and Objectives	Readings	Activities	Assignments
6	Feb 7-11	<p><i>Nitty Gritty Parts, Pieces, and Partitions – The Details of Writing</i></p> <ol style="list-style-type: none"> <li>1. Identify and describe key parts of sentences and paragraphs</li> <li>2. Construct engaging and audience-appropriate sentences and paragraphs</li> <li>3. Analyze content and provide constructive peer feedback to colleagues</li> </ol>	<p><i>Writing Science</i> Chapter 4 and <i>Writing Science</i> Appendix 1</p>	Detailed Writing Analysis Workshop	<p>Weekly Reflection #6</p> <p>Background Research Assignment Peer Review</p>
7	Feb 14-18	<p><i>How We Analyze Writing Types and Styles</i></p> <ol style="list-style-type: none"> <li>1. Identify relevant published writing samples (articles) for the target semester writing project</li> <li>2. Assess writing type and style to identify key components (terminology, sentence structure, engagement styles)</li> <li>3. Critique writing type and style, particularly to assess audience alignment</li> <li>4. Reflect on writing styles and assessment, including knowledge gaps</li> </ol>	<p><i>Writing Science</i> Chapters 5 and 6</p>	Article Exploration	<p>Weekly Reflection #7</p> <p>Writing Style Analysis Assignment</p>
8	Feb 21-25	<p>Creating a First Submission</p> <ol style="list-style-type: none"> <li>1. Prepare and later implement a stepwise plan for creating a first submission</li> <li>2. Synthesize earlier background research into audience-aligned written content (article)</li> <li>3. Analyze content and provide constructive peer feedback to colleagues</li> </ol>	<p><i>Writing Science</i> Chapters 7-9</p>	First Submission Workshop	<p>Weekly Reflection #8</p> <p>Writing Style Analysis Peer Review</p> <p>(begin) First Submission</p>
9	Feb 28-Mar 4	<p>Writing Week</p> <ol style="list-style-type: none"> <li>1. Implement the stepwise plan for creating a first submission</li> <li>2. Synthesize background research into the audience-aligned first submission (article)</li> </ol>	<p><i>Writing Science</i> Chapters 10 and 11</p>	Writing Week	<p>Weekly Reflection #9</p> <p>(work on) First Submission</p>
Week 10: SPRING BREAK WEEK					

Week	Date(s)	Topic(s) and Objectives	Readings	Activities	Assignments
11	Mar 14-18	<p>How to Conduct a Useful Peer Review</p> <ol style="list-style-type: none"> <li>1. <i>Recognize and describe the key components of a "useful" and constructive peer review</i></li> <li>2. <i>Evaluate audience alignment in a colleague's written work</i></li> <li>3. <i>Critique and describe article type and content alignment with goals</i></li> <li>4. <i>Analyze content and provide constructive peer feedback to colleagues</i></li> <li>5. <i>Reflect on peer review process and skills</i></li> </ol>		Peer Review Introduction	<p>Weekly Reflection #10</p> <p>First Submission (due)</p>
12	Mar 21-25	<p>Peer Review Workshop</p> <ol style="list-style-type: none"> <li>1. <i>Recognize and describe the key components of a "useful" and constructive peer review</i></li> <li>2. <i>Evaluate audience alignment in a colleague's written work</i></li> <li>3. <i>Critique and describe article type and content alignment with goals</i></li> <li>4. <i>Analyze content and provide constructive peer feedback to colleagues</i></li> <li>5. <i>Reflect on the process of giving and receiving feedback from colleagues</i></li> </ol>		Peer Review Workshop	<p>Weekly Reflection #11</p> <p>First Submission Peer Review</p>
13	Mar 28-Apr 1	<p>The Practice of Writing</p> <ol style="list-style-type: none"> <li>1. <i>Recognize the challenges and obstacles to writing</i></li> <li>2. <i>Prepare a plan to address challenges and obstacles</i></li> <li>3. <i>Critically reflect on the creation of a first submission</i></li> <li>4. <i>Identify key objectives and a path forward for the major writing project (article)</i></li> </ol>		Writing Strategies Discussion	<p>Weekly Reflection #12</p> <p>The Practice of Writing Assignment</p>
14	Apr 4-8	<p>Editing, Revising, and Preparing to Create a Final Submission</p> <ol style="list-style-type: none"> <li>1. <i>Compare and contrast the objectives of writing and editing (for example, writing as rewriting)</i></li> <li>2. <i>Create a strategy for revising and preparing to create a final submission, based on needs, peer feedback, and article type/audience</i></li> <li>3. <i>Create final submission</i></li> <li>4. <i>Analyze content and provide constructive peer feedback to colleagues</i></li> </ol>		Writing Workshop	<p>Weekly Reflection #13</p> <p>The Practice of Writing Peer Review</p> <p>Final Submission</p>

Week	Date(s)	Topic(s) and Objectives	Readings	Activities	Assignments
15	Apr 11-15	<p>Pitches, Cover Letters, and Other Inquiries</p> <ol style="list-style-type: none"> <li>1. Identify appropriate type of inquiry method for writing assignment style (pitch, cover letter, email, etc.)</li> <li>2. Develop inquiry method (pitch, etc.) and self-assess audience alignment</li> <li>3. Reflect on pitches, inquiries, and final steps</li> </ol>		Pitch and Cover Letter Workshop	<p>Weekly Reflection #14</p> <p>Pitch/Cover Letter Assignment</p>
16	Apr 18-20	<p>Reflecting on Writing</p> <ol style="list-style-type: none"> <li>1. Reflect on the process of writing and the products/developments of the semester</li> <li>2. Analyze content and provide constructive peer feedback to colleagues on pitches/cover letters</li> </ol>		Reflection Session and Final Reviews	<p>Pitch/Cover Letter Assignment Peer Review</p>

### Course Materials and Technology

#### Course Materials

Textbook. The required textbook for this course is:

Greene, A. E. (2013). *Writing science in plain English*. University of Chicago Press.  
[Approximate cost \$7-\$12]

Additional required readings. Posted within each module on the course website. Readings are also listed in the topical outline/course schedule table above. These are subject to change.

#### Technology

Hardware. Webcam and Microphone may be required for in-class and out-of-class activities. We may use laptop built in webcams and students may be required to move camera during use. Additional technical requirements are outlined at <http://publichealth.php.ufl.edu/tech/>.

e-Learning in Canvas site. There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://elearning.ufl.edu/> and go to course site for HSCXXX: Write to Change the World, Spring 2022. Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. Course-related emails are expected to be done through the Canvas system, not the instructor's or TA's @ufl.edu emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

For technical support related to course materials and links, please contact me or the UF Help Desk, as appropriate.

For technical support for this course and e-Learning in Canvas, please contact the UF Help Desk at:

- Available 24 hours a day, 7 days a week
- (352) 392-HELP (4357) - select option 2
- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) (email)

- [helpdesk.ufl.edu](http://helpdesk.ufl.edu) (website)

### **Additional Academic Resources**

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

The graded course assignments will include written assignments, peer reviews of those assignments, weekly reflections, two submissions of the main course activity, and a peer review of the main course activity. Other ungraded assignments will be used to determine the activity and direction for each student's main course writing assignment.

All assignments will be submitted through the Canvas Assignment page for that assignment. All assignments that require peer reviews must also be posted in a Canvas discussion board to share with other students for peer review.

### *General Information on the Major Course Writing Project Tracks*

In this course, students will focus primarily on a writing product related to their interests and with instructor approval, while also learning about and providing feedback through peer review for the other writing product tracks. The course tracks are:

- Research article or literature review (requires pre-existing data and/or experience *and* written approval of research supervisor)
- Practitioner article (perspectives article or similar non-research article intended for peer-reviewed journal)
- Op-Ed/Letter to the Editor
- Magazine article or similar non-technical publication
- Grant proposal (requires approval of research supervisor, as applicable)
- Other, with instructor approval

**Written Assignments (5 separate assignments, 60 points each, 300 points total; due dates vary, see course schedule)**

*Purpose and relationship to course goals:* The written assignments are an opportunity for students to apply their knowledge gained in the readings and lectures. The assignments follow the writing process from conception to professional submission in the context of the selected track (e.g. publication or grant application acceptance). Students will complete activities like conducting background research, analyzing published articles of their target publication type, develop writing strategies, and write a cover letter/pitch for their publication.

The length and expectations vary by assignment and specific details on each will be provided for each in Canvas. The assignments will include an article type analysis, background research, writing style analysis, the practice of writing, and a pitch/cover letter assignment.

Assignments should be turned in as a Word document or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. The grading rubric is available in Canvas. If you have unexpected issues with Canvas, you may email the assignment to the course professor directly and submit later via Canvas when issues are resolved.

Assignments are individual projects. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via TurnItIn in this course (this will be done automatically in the Canvas Assignment page). This tool will pick up any passages in students' work that come from another source. Be sure to adequately cite your sources/references for these assignments to avoid plagiarism. Please check your Turnitin report by going back to the assignment and clicking on the colored box icon in the assignment – anything yellow, orange or red should be adjusted and resubmitted BEFORE the assignment deadline. So, it is recommended that you submit EARLY to enable you to utilize this option of resubmission. Resubmissions after the due date may be subject to a late submission penalty. Plagiarism, even accidentally, will not be acceptable in this course. (See the information about the writing studio above if you need additional support.)

**Peer Reviews (5 separate assignments, 25 points each, 125 points total; due dates vary, see course schedule)**

*Purpose and relationship to course goals:* Constructive and useful peer reviews are essential skills to build for many professions. In these activities, we will develop the practice of peer reviews and gain exposure to different writing projects.

The peer reviews correspond with the written assignments described previously. The peer reviews will be due one week after the assignment. Peer review responses should be turned in as a Word document or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. Expectations for “useful” and constructive peer reviews will be built collaboratively with the class and the peer review will be graded with a rubric (see example rubric category below). Additional information will be provided in class and in Canvas, as needed. The grading rubric will be available in Canvas once our collaboration on expectations for “useful” and constructive peer reviews is finalized.

**Weekly Reflections (20 points each, 280 points total; due weekly, see course schedule)**

*Purpose and relationship to course goals:* Weekly reflections help students integrate their knowledge and critically reflect on the activities and discussions of the course. The weekly repetition also helps students to develop their own practice of writing and build their confidence in translating thoughts to writing. Students

will not be permitted to receive points for the weekly reflection (a reflection on the weekly synchronous session) without having attended the session.

Weekly reflections should be turned in as text, a Word document, or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. The grading rubric is available in Canvas.

### **First Submission (85 points, due March 20, 2022)**

*Purpose and relationship to course goals:* The first submission of the main writing project for the semester will follow the student's chosen track (for example, research article, op-ed, magazine article, etc.) and serves the purpose of the first shareable construction of that article. The students will create a ready to be reviewed article following the guidelines and expectations of their chosen venue, paying particular attention to the audience alignment, content conveyed, and writing/communication styles used.

Assignments should be turned in as a Word document or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. Students will also share their first submissions with their colleagues for the purpose of peer review. Instructions will be provided on the method to share in class and in Canvas. The grading rubric is available in Canvas.

### **First Submission Peer Reviews (60 points, due March 27, 2022)**

*Purpose and relationship to course goals:* Constructive and useful peer reviews are essential skills to build for many professions. In these activities, we will develop the practice of peer reviews and gain exposure to different writing projects.

The first submission peer reviews will function similarly to the other peer reviews, however the main focus areas will be the type of article, content of article, and audience alignment. The students will create a constructive evaluation and develop useful feedback on the article in preparation for the final submission.

Peer review responses should be turned in as a Word document or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. Peer reviews will also be shared with the individual whose work the student reviewed. The method for sharing these will be discussed in class and in Canvas. The grading rubric is available in Canvas.

### **Final Submission (150 points, due April 10, 2022)**

*Purpose and relationship to course goals:* The final submission of the main writing project for the semester will follow the student's chosen track (for example, research article, op-ed, magazine article, etc.). This submission will be the version of the document building upon previous received feedback (peer and instructor) and should be ready for submission to the target venue. The students will create a ready to be submitted article following the guidelines and expectations of their chosen venue, paying particular attention to the audience alignment, content conveyed, and writing/communication styles used.

Assignments should be turned in as a Word document or Google Doc in the Canvas Assignment tool. They will be graded and comments will be posted in Canvas, as applicable. The grading rubric is available in Canvas.

## Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Assignments -Background research -Article type analysis -Writing style analysis -The practice of writing -Cover letter/pitch	Varies (see course schedule)	300 points at 60 points each (30%)
Peer Reviews -Background research -Article type -Writing style analysis -Practice of writing -Cover letter/pitch	Varies (see course schedule)	125 points at 25 points each (12.5%)
Weekly reflections	Weekly (see course schedule)	280 points at 20 points each (28%)
First submission	March 20, 2022	85 points (8.5%)
First submission peer reviews	March 27, 2022	60 points (6%)
Final submission	April 10, 2022	150 points (15%)

## Grading and Rubrics

### *IMPORTANT Information about Rubrics and Grading*

Most of the course assignments are graded using rubrics. **The grading in this course does not assume that any product turned in should automatically receive 100%.** Please note that the “accomplished” category on the rubrics used in the course, scored at an “A,” is reflective of meeting the basic expectations for following the instructions and successfully completing the assignment.

An example for a single line of a rubric (one category) is included below.

Criteria	Ratings				
<b>Content</b>	<b>Exceptional</b> (100%)	<b>Accomplished</b> (95%)	<b>Emerging</b> (85%)	<b>Partially Met</b> (70%)	<b>No Marks</b> (0%)
Summarizes and analyzes points succinctly; demonstrates thoughtful presentation of content, research, and analysis; meets defined expectations for content outlined in assignment details.	Meets and exceeds assignment expectations	Meets basic requirements of assignment	Meets some of assignment requirements	Moves toward, but meets few of the assignment requirements	Assignment requirements, not met, not addressed, and/or no work submitted

By contrast, the “exceptional” category reflects those same expectations but doing well in meeting them. **The scoring in the course for doing the bare minimum (for example, the minimum sources included, basic analyses, standard communication, and similar) may be scored in the rubric in the “accomplished,” not the “exceptional” category.** The “exceptional” category, at a higher “A,” would reflect detailed research, advanced analyses, exceptional communication, and similar.

In summary, a grade of an “accomplished” at 95% does not mean that 5% was deducted from the grade. It means that 95% was earned by meeting the assignment expectations at an “accomplished” level. Additional written feedback will not be provided on grades meeting the “accomplished” level, as the work meets the basic expectations for the activity.

Point system used (i.e., how do course points translate into letter grades).

**Example:**

<b>Percent earned</b>	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-76%	67-69%	63-66%	60-62%	Below 60%
<b>Points earned (minimum)</b>	930	920	870	830	800	770	700	670	630	600	Below 600
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E

The Bachelor of Public Health Program does not use C- grades.

This is the letter grade to grade point conversion table is shown below. Letter grade to grade point conversions are fixed by the University of Florida and cannot be changed.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **Exam Policy**

This course does not have exams.

### **Policy Related to Make up Exams or Other Work**

Course policies are a collaborative agreement between the students and the instructor.

Assignments and activities submitted up to 24 hours late will be deducted 10% automatically, unless otherwise noted for that assignment. Beyond 24 hours, the work will not be accepted and will not contribute points towards the final class score, unless special circumstances are applicable.

Assignment resubmissions are not accepted after grading. This includes the potential situation in which the assignment has been submitted, the deadline passed, and the grade has been posted, even if it is still during the late submission period. If the work is turned in, the deadline has passed, it was graded, and grade has been posted, it is final. Assignments may be submitted as many times as desired before the due date. Assignments may be resubmitted during the late period for the late discount if the work has not been graded and the grade posted. Revising your work after receiving your grade is good writing practice, but it will not result in a new grade for the assignment.

**Special Circumstances.** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such cases will be dealt on an individual, case-by-case basis.

Absences should be discussed with the instructor in advance when possible. Communication should be done using the message system in Canvas, not the instructor's ufl.edu email address. Late arrivals and early departures are discouraged. However, extenuating circumstances occur and sometimes these things are necessary.

Please note: Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the UF Computing Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor and TA, as applicable, within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance at all scheduled course activities is expected. Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above). Further, the assignments outlined will be completed outside of class. As noted previously, students will not be permitted to receive points for the weekly reflection (a reflection on the weekly synchronous session) without having attended the session. In the case of excused absences, students may be able to submit the assigned weekly reflection or a suitable make-up activity can be provided. This will be determined on a case-by-case basis. Contact the professor as soon as possible.

### **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

### **Expectations Regarding Course Behavior**

All members of the class community are expected to demonstrate professional behavior in all conduct, synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond. Insulting, hostile, or exclusionary behaviors and actions will not be tolerated.

### *Cell phones and laptop use*

Cell phone and laptop use are encouraged as it relates to the classroom work.

### **Communication Guidelines**

The communication guidelines are a collaborative agreement between all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through the Canvas system, not the instructor's or TA's UF email addresses. Students should expect a response within 1-2 business days, excluding weekends. Canvas is the most reliable and recommended method of communication.

My goal as an instructor is to provide feedback on small assignments (reflections) within 2-3 days and larger activities (scaffolded project activities and homework assignments) within one week.

*Announcements:* Class announcements will be sent via the announcements tool in eLearning. Depending on your Canvas notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Further, please see the university's Netiquette Guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

### **Additional Resources**

UF Library: <https://uflib.ufl.edu/>, physical location map: <https://uflib.ufl.edu/using-the-libraries/library-location-map/>

UF Writing Studio: <https://writing.ufl.edu/writing-studio/>, how to schedule an appointment: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

UF Disability Resource Center Accommodated Testing: <https://disability.ufl.edu/students/accommodated-testing-request/> (reminders and online testing information included here)

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation 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/>.

### **Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF

Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Online Synchronous Sessions:**

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.

Our class sessions may be audio visually recorded for students in the class to refer back, for enrolled students who are unable to attend live, or for other record-keeping purposes. Students who participate with their camera

engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## Accessibility Statements

### *Canvas*

The University of Florida utilizes Canvas as the primary Learning Management System of the university. Canvas provides support for a wide variety of accessibility features within the LMS. For more information, please visit the [Canvas Accessibility page](#). Canvas recently introduced a new page design called the New Canvas User Interface (UI). Depending on your Canvas view, your page design may vary from the images shown in this lesson. However, the functionality and location of the components remain the same.

### *Google Drive*

The University of Florida uses Google Drive. For information about Google's accessibility features, please visit [Google Accessibility](#).

### *Zoom*

The University of Florida uses Zoom. For information about Zoom's accessibility, please visit [Zoom Accessibility](#). Automated captioning is available during synchronous sessions.

### *YouTube*

Selected course materials are hosted by YouTube. Information for screen readers is available at [Use YouTube with a Screen Reader](#). Automated captioning is available on recorded lectures.

## Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations,

genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

[www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)