ENC 3459: Speaking and Writing in Medicine – Honors

TERM | Fall 2019  CREDITS | 3  CLASS and SECTION NUMBERS | 13467(H) – 1e32 and 13468 – 1f47

LOCATION/TIME | Tuesdays: 207 ROL, P. 2 & 3 (8:30 am – 10:45 am)  
Thursdays: 207 ROL, P. 3 (9:35 am – 10:25 pm)

INSTRUCTORS | Dr. Carolyn Kelley (Writing)  EMAIL | ckelley@ufl.edu  
Dr. Kellie Roberts (Speaking)  EMAIL | robertsk@ufl.edu

OFFICE HOURS | DR. KELLEY (2215L Turlington Hall)
Please see CANVAS Homepage for Office Hours
Or by appointment

OFFICE HOURS | DR. ROBERTS (402 Rolfs Hall)
Please see CANVAS Homepage for Office Hours
Or by appointment

NOTE: Office hours are not in effect during official school holidays.

COURSE DESCRIPTION |
Medical professionals have a special obligation to communicate without ambiguity, either in the written or spoken word; they depend on their communication skills to interact productively with other medical experts, their colleagues, clients and their families, and the public at large. This team-taught course will provide students with the opportunity to participate in a range of activities focusing on researching, processing, and sharing medical information with others.

Given our current evidence-based medical culture, students will learn to do research using medical databases and other research tools, as well as discovering how best to organize and present their findings to other medical professionals. The healthcare professional must often act as intermediary between the specialized world of scientific research and the more pragmatic world of the general public; consequently, we will also investigate how best to present technical medical information to the layperson.

This course is predicated on the idea that the ability to write and speak clearly are learned skills, not innate talents, which means that better communication can be learned by practice. Students will experiment with a range of communication strategies in class: lectures will be followed by focused written and oral activities that allow students to put theory and strategies into practice. We will read and dissect examples in order to learn from them, in addition to examining several types of medical writing. Students will also participate in a variety of speaking assignments in class. We will discuss techniques for improving public speaking, interviewing and listening skills, and patient-doctor communication.

COURSE OBJECTIVES and STUDENT OUTCOMES |
By the end of this course, students will be able to:
- Plan, draft, revise, edit and proofread documents
- Develop papers and projects using critical thinking and problem-solving skills
- Identify and write to specific audiences with clear and unencumbered prose
• Summarize, analyze, and synthesize academic resources
• Outline, rehearse, and speak on prepared medical topics with confidence and professionalism
• Write and speak in clear, grammatically correct terms
• Utilize teamwork skills which will prepare them for future team-related tasks

REQUIRED TEXTS
This course has no required textbook that must be purchased by students. Instead, all reading materials can be found under “PAGES” and “FILES” under CANVAS.

MAJOR ASSIGNMENTS

Speaking Assignments

Informative Presentation: One of the most common communicative tasks of a medical professional is giving information. Sometimes this information is being given to patients; just as often, you are informing colleagues about research or a patient’s condition. Being able to deliver a well-organized, concise presentation of medical facts is a critical skill that this assignment gives you the opportunity to practice!

Medical School Interview: One of the (potentially) scariest hoops to jump on the way to becoming a doctor, the med school interview is also critically important to your success. In preparation for this hurdle, you will receive training and get the opportunity to practice by participating in a mock panel interview both as the interviewee and one of the interviewers.

Team CME Presentation: All accredited professionals participate in continuing education to remain licensed. These education units are called CMEs (continuing medical education), CEs (continuing education), and sometimes CMUs (continuing medical units). CMEs cover a wide range of topics from disease to clinical practice. However, CMEs are planned to be topically important -- this means dealing with a medical issue that is current and relevant (as opposed to an issue that is rare). For your final project, you will work in teams to plan and deliver a CME unit to your peers.

Writing Assignments

Synthesis Series: You will be writing an editor’s summary for two of three articles on a related topic. Then, you will combine the three articles for the purpose of creating a one-page recommendation to your colleagues.

Medical Communication Project: This is a two-part assignment in which you get to explore the process of evaluating different kinds of medical information. First, you will dive into the web and analyze the kinds of health information found in cyber space. Second, you will produce a brief review paper targeted at medical professionals.

Medical School Application: Before you can be chosen to interview, you must apply to medical school. To this end, you will get the opportunity to write (and rewrite!) the "personal statement," the essay that likely gets your foot in the door (along with your obviously stellar GPA and MCAT scores!). Also, you will plan a chronological-functional résumé with prose descriptions that you can use to help you complete your AMCAS application and easily modify for a particular internship.

Team CME Paper: This is the written complement to the CME project. Your team will prepare a proposal, the CME paper itself, and an audience survey.
ATTENDANCE

Attendance is required. **Students are allowed to miss 3 class periods (unexcused absences) without penalty to their grade.** Beginning with the 4th unexcused absence, students will lose 15 points off the final grade. Keep in mind that Tuesday’s class counts as 2 class periods.

The policy of the University Writing Program is that if a student misses more than six periods during a semester, he or she will fail the entire course. The UWP exempts from this policy only those absences deemed excused according to UF policy, including university-sponsored events (such as athletics and band) and religious holidays. If you believe you have an absence that could be excused, please present documentation for this absence to your instructor for review. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Three tardies count as one absence.**

Look under the “Attendance” tab on CANVAS to keep track of your attendance. If students are absent, they are responsible for making themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time. Please do not email your instructors asking for what was covered on the day you missed class. Instead, arrange to see one of them in office hours or make an appointment to discuss missed material or get the material from a classmate. These requirements for class attendance, late papers, make-up exams, and other work are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

GUIDELINES for TURNING IN ASSIGNMENTS

1. See table BELOW for due dates/times for each assignment.

2. Paper copy AND CANVAS submission required for:
   - BA for article #2
   - BA for Article #3
   - Synthesis Paper
   - Annotated Bibliographies
   - Review Paper
   - Résumé
   - Personal Statement

   Either paper or CANVAS copy will stop the late clock; however, no assignment will be graded until BOTH paper copy and CANVAS upload are submitted. Paper and CANVAS copies must match. If they don’t, the assignment will earn a “0” grade.

3. CANVAS only submission required for:
   - Informative presentation outline
   - CME proposal
   - CME paper
   - PPT Slides for CME presentation
   - Optional Rewrites

4. Either CANVAS OR paper copy submission required for:
   - Self-reviews for all speaking assignments
   - Peer evaluations for all speaking assignments
5. Late work will be deducted by 10% for every calendar day. Late points cannot be made up in optional rewrites.

6. Format:
   - **Double-spaced, single sided** (exception: Bullet Analysis, Résumé, Annotated Bibs do not need to be double spaced.)
   - **Word Count** included somewhere in document (For example, put word count after your name in parentheses) (exception: Personal Statement needs character count, not word count)

No emailed assignments can be accepted at any time during the semester.

**OPTIONAL REVISIONS**

Some assignments may be revised for the better or average of the two grades. See the table below for the revision/rewrite policy for each assignment. Revisions are due one week after the original paper is returned. Revisions must be uploaded on CANVAS by the due date and time:

- No late rewrite assignments can be accepted
- Late points cannot be made up through revisions

**CLASS PARTICIPATION**

Although no points directly are assigned to “participation,” you are expected to, well, participate in class discussions and in-class exercises, which means, no texting, checking FB, sleeping, or general disengagement in class. If you are not engaged in class, it will affect your grade in that your grade will not be adjusted in your favor, even if you are only one or two points away from the next grade.

**PAPER MAINTENANCE RESPONSIBILITIES**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, the student is responsible to have and to make available this material. **Please back up your work. Computer issues are not a valid excuse for turning in late work.**

**GRADING**

Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate formats for each assignment. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

**GRADING SCALE**

<table>
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<tr>
<th>Grade</th>
<th>Value</th>
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<th>Min-Max</th>
</tr>
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<tr>
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<td>93-100</td>
<td>930-1000</td>
</tr>
<tr>
<td>A-</td>
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<td>90-92</td>
<td>900-929</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>830-869</td>
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<tr>
<td>B-</td>
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<td>80-82</td>
<td>800-829</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
<td>770-799</td>
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<td>C</td>
<td>2.0</td>
<td>73-76</td>
<td>730-769</td>
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<tr>
<td>C-</td>
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**ASSIGNMENT TABLE: DUE DATES AND POINT VALUES**

*This table provides a visual representation of our assignments this semester. See the assignment descriptions above for more details (as well as individual assignment information on CANVAS).*
<table>
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<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Words (mini)</th>
<th>Due Date – All DUE at 9:35 am unless noted</th>
<th>Mode(s) of Submission</th>
<th>Candidate for Revision?</th>
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<td><strong>Synthesis Series</strong></td>
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<tr>
<td>• Bullet Analysis #2</td>
<td>20</td>
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<td>Thu Aug 29</td>
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<td>• Bullet Analysis #3</td>
<td>20</td>
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<td>Thu Sept 5</td>
<td>Upload &amp; paper</td>
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<td>• Synthesis Paper</td>
<td>75</td>
<td>500</td>
<td>Thu Sept 12</td>
<td>Upload &amp; paper</td>
<td>Yes – average of two grades</td>
</tr>
<tr>
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<tr>
<td><strong>Writing:</strong></td>
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<tr>
<td>• AB 1</td>
<td>10</td>
<td>200</td>
<td>Thu Sept 19</td>
<td>Upload &amp; paper</td>
<td>No</td>
</tr>
<tr>
<td>• ABs 2, 3, 4, &amp; 5</td>
<td>40</td>
<td>800</td>
<td>Thu Sept 26</td>
<td>Upload &amp; paper</td>
<td>No</td>
</tr>
<tr>
<td>• ABs 6, 7, &amp; 8</td>
<td>30</td>
<td>600</td>
<td>Thu Oct 3</td>
<td>Upload &amp; paper</td>
<td>No</td>
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<tr>
<td>• Review Paper</td>
<td>150</td>
<td>1500</td>
<td>Thu Oct 10</td>
<td>Upload &amp; paper</td>
<td>Yes – average of two grades</td>
</tr>
<tr>
<td><strong>Speaking:</strong></td>
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<tr>
<td>• Informative Speech</td>
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<td>Tue Sept 24, Thu Sept 26, &amp; Tues Oct 1</td>
<td>Upload outline</td>
<td>N/A</td>
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<tr>
<td>• Self Review</td>
<td>5</td>
<td>N/A</td>
<td>Tue Oct 8</td>
<td>Upload or paper</td>
<td>No rewrite for Peer/Self Reviews</td>
</tr>
<tr>
<td>• Peer Evaluation</td>
<td>5</td>
<td>N/A</td>
<td>Tue Oct 8</td>
<td>Upload or paper</td>
<td>No rewrite for Peer/Self Reviews</td>
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<tr>
<td><strong>Medical School Application</strong></td>
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<td><strong>Writing:</strong></td>
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<tr>
<td>• Résumé</td>
<td>40</td>
<td>500</td>
<td>Tue Oct 22</td>
<td>3 copies on paper &amp; upload for all three</td>
<td>Yes - better of two grades</td>
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<td>• Pers Stmt</td>
<td>75</td>
<td>5300 characters n/a</td>
<td>Tue Oct 22</td>
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<td>Yes - better of two grades</td>
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<tr>
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<td><strong>Speaking:</strong></td>
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<tr>
<td>• Interview</td>
<td>125</td>
<td>N/A</td>
<td>Thu Oct 24, Tues Oct 29, &amp; Thu Oct 31</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>• Thank you note</td>
<td>5</td>
<td>25</td>
<td>Thu Nov 7</td>
<td>Upload or paper</td>
<td>No rewrite for Thank you notes/ Peer/Self Reviews</td>
</tr>
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<td>• Peer-Eval</td>
<td>5</td>
<td>n/a</td>
<td>Thu Nov 7</td>
<td>Upload or paper</td>
<td>No rewrite for Thank you notes/ Peer/Self Reviews</td>
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<tr>
<td>• Self-Review</td>
<td>5</td>
<td>n/a</td>
<td>Thu Nov 7</td>
<td>Upload or paper</td>
<td>No rewrite for Thank you notes/ Peer/Self Reviews</td>
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<tr>
<td><strong>Continuing Med. Education</strong></td>
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<td><strong>Writing:</strong></td>
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<tr>
<td>• Proposal Memo</td>
<td>25</td>
<td>300</td>
<td>Tue Nov 19 at 11:59 pm</td>
<td>Upload only</td>
<td>No rewrite</td>
</tr>
<tr>
<td>• Team CME Paper &amp; aud survey</td>
<td>100</td>
<td>2100</td>
<td>Tue Dec 3 at 11:59 pm</td>
<td>Upload only</td>
<td>No rewrite</td>
</tr>
<tr>
<td><strong>Speaking:</strong></td>
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<tr>
<td>• Team Pres</td>
<td>125</td>
<td>N/A</td>
<td>Thu Nov 21 and Tue Nov 26</td>
<td>Upload PPT</td>
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<td>[Indiv 100 points Group Shared 25 points]</td>
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<tr>
<td>• Peer-Eval of Another Team</td>
<td>5</td>
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<td>Tue Dec 3 at 11:59 pm</td>
<td>Upload or paper</td>
<td>No rewrite for Peer/Self Reviews</td>
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<td>• Individual Self-Evaluation</td>
<td>5</td>
<td>n/a</td>
<td>Tue Dec 3 at 11:59 pm</td>
<td>Upload or paper</td>
<td>No rewrite for Peer/Self Reviews</td>
</tr>
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<td>Approx. 7400</td>
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SCHEDULE

This schedule is subject to change. New versions of the syllabus, if needed, will be posted on CANVAS. Assignments/Readings are due on the date they are listed.

Evidence-Based Medical Literacy

Tuesday, August 20
Introduction to class – Introducing yourself to classmates/instructors
Scientific Communication in Medicine: The EBM Approach

Thursday, August 22
The Synthesis Series & the EBM Pyramid/Bottom Line literacy
• Assignment Synthesis Series : 1A Reading about The Synthesis Series

Tuesday, August 27
Synthesis Series
• 1B Instructions for the Synthesis Series Assignment
• Discuss and Practice Bullet Analysis (BA) Article #1
• Discuss Article #2

Thursday, August 29
• DUE: Bullet Analysis of Article #2
Synthesis Series
• Discuss Article #3
• How do you synthesize? – The Synthesis Paper

The Medical Communication Project

Tuesday, September 3
Synthesis Series
• The Synthesis Paper (continued)
Medical Communication Project
• 1A Overview of Project

Thursday, September 5
• DUE: Bullet Analysis of Article #3
Med Comm Project:
• 1B Annotated Bibliography

Tuesday, September 10
Med Comm Project
• 1D Review Paper

Thursday, September 12
• DUE: The Synthesis Paper
Medical Comm Project
• 1C Informative Presentation
Tuesday, September 17  
- Library Workshop with Amy Buhler

Thursday, September 19  
- **DUE:** Annotated Bibliography (AB) 1  
Medical Comm Project  
- **DUE:** 1C Informative Presentation  
Medical Comm Project

Tuesday, September 24  
- **DUE:** Informative Presentations  
Upload speech outline on CANVAS if you are speaking today

Thursday, September 26  
- **DUE:** Informative Presentations  
Upload speech outline on CANVAS if you are speaking today  
- **DUE:** ABs 2, 3, 4, and 5

Tuesday, October 1  
- **DUE:** Informative Presentations  
Upload speech outline on CANVAS if you are speaking today  
- If time left over: in-class workshop to work on Remaining ABs/Review Paper

*The Medical School Application Project*

Thursday, October 3  
Optional 1st draft of completed Review Paper due: No late or incomplete 1st drafts can be accepted.  
- **DUE:** ABs 6, 7, and 8  
Medical School Application Project  
- **1A Overview**

Tuesday, October 8  
- **DUE:** Self Evaluation of Informative Speech – upload on CANVAS or turn in paper copy  
- **DUE:** Peer Reviews of Informative Speech – upload on CANVAS or turn in paper copy  
Medical School Application Project  
- **1B: Resume**  
- **1C: Personal Statements**

Thursday, October 10  
- **DUE:** Review Paper  
Medical School Application Project  
- **1C: Personal Statements**

Tuesday, October 15  
Medical School Application Project:  
- **1D: Medical School Interviews**

Thursday, October 17  
Medical School Application Project  
- **1D: Medical School Interviews**
Tuesday, October 22
Medical School Application Project
- 1D: Medical School Interviews
- **DUE:** Résumé
- **DUE:** Personal Statement

Provide **paper** copies of personal statement, résumé, and med school info for your interviewing committee:
  - 3 hard copies of each
  - made into 3 “packets” -- each packet has a copy of the application materials in the following order: résumé + personal statement + med school info
  - staple each packet BEFORE coming to class

Thursday, October 24
- **DUE:** Med School Mock Interviews

Tuesday, October 29
- **DUE:** Med School Mock Interviews

Thursday, October 31
- **DUE:** Med School Mock Interviews

Remember to send thank you note to someone **within 24 hours of finishing interview** -- thank you note can be addressed to anyone who interviewed you:
  - Email thank you note to a person on your interview committee
  - Upload same thank you note on CANVAS

*The Continuing Medical Education (CME) Project*

Tuesday, November 5
Continuing Medical Education Project (CME)
- 1A Writing Assignments
  - CME Proposal
  - CME Paper
- **Brainstorm Topics in groups**

Thursday, November 7
Continuing Medical Education Project (CME)
- **DUE:** 1B Speaking Assignment for CME Project
- **DUE:** Self Evaluation and Peer Reviews of Medical School Interview -- upload or turn in on paper
- **DUE:** Last chance for Thank You Notes -- upload on CANVAS

Tuesday, November 12
Continuing Medical Education Project (CME)
- **1B Speaking Assignment for CME Project**

Thursday, November 14
- In-class work day with Dr. Kelley; work on CME Proposals
- **Optional 1st draft of completed CME proposal Memo due:** Uploaded on CANVAS by 11:59 pm; no paper copy required. No late or incomplete 1st drafts can be accepted.
Sunday, November 17 – Wednesday, November 20:
All groups schedule a specific time to meet with Dr. Roberts to practice CME Presentation. This meeting will take place during this time period. Meeting is MANDATORY.

Tuesday, November 19
Continuing Medical Education Project (CME)
- Optional class meeting/no attendance taken: Drs. Roberts and Kelley will be in class if you choose to work on any aspect of the CME project and want feedback/assistance.
- DUE: CME Team Proposal: upload on CANVAS – only one person from team uploads

Thursday, November 21
- DUE: CME Presentations: Groups 1 and 2
Optional 1st draft of completed CME Paper due. Uploaded on CANVAS by 11:59 pm; no paper copy required. No late or incomplete 1st drafts can be accepted

Tuesday, November 26
- DUE: CME Presentations: Groups 3, 4 and 5
Teacher/course evaluations (if not already done)

Thursday, November 28
No class; Thanksgiving holiday

Tuesday, December 3
No class meeting today
DUE: Team CME Paper including audience survey at 11:59 pm - upload only. No paper copy.
DUE: Peer Evaluations of team presentation at 11:59 pm
DUE: Self-Evaluation Report of team presentation at 11:59 pm

No FINAL EXAM

PLAGIARISM and ACADEMIC DISHONESTY |
Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows (from the 2018 revision):

Plagiarism. 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:
1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. 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.
3. Submitting materials from any source without proper attribution.
4. 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.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. If at any point you are uncertain whether something is considered plagiarism or academic dishonesty, ask your instructor before work is due.
GENERAL EDUCATION LEARNING OUTCOMES |
This section of ENC 3459 satisfies the requirements for General Education Credit in the following area: Composition- E6 (6,000 words). Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Please see the following web site for more information: http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html

STUDENTS WITH DISABILITIES |
The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at http://www.dso.ufl.edu/drc/ The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

CLASSROOM BEHAVIOR |
Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

COURSE EVALUATION |
“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/.”

NOTIFICATION LETTER FROM THE DEAN OF STUDENTS’ OFFICE |
Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students’ Office.

STUDENT COUNSELING AND MENTAL HEALTH |
Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

  • UF Counseling & Wellness Center (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse http://www.counseling.ufl.edu/cwc/

For Emergencies: University Police Department: 352-392-1111