

IDS 2935: Compassion and the Arts

Quest 1: The Examined Life

I. General Information

Class Meetings

- Spring 2026
- Credit Hours: 3
- 100% in-person, no GTAs, 35 residential students
- T | Period 8-9 (3:00 PM – 4:55 PM) and R | Period 8 (3:00 PM – 3:50 PM)
- Location: TBC

Instructor

- Anna Carapellotti, PhD
- Office: Ayers @ Innovation Square, 720 SW 2nd Ave, Suite 208, Gainesville, FL 32601
- Office Hours: Thursdays, 10:00am-12:00pm
- Email address: Canvas email (preferred) or a.carapellotti@ufl.edu / Phone: 352-846-3053

Course Description

This course explores three essential questions related to the Examined Life:

1. What is the nature of compassion?
2. How does compassion contribute to quality of life? and
3. What role do the arts play in understanding compassion and in people acting compassionately?

Students will explore these questions through the historical, theoretical, and cultural roots of compassion – or how people respond to human suffering through empathetic action. Works of art, music, performing arts, literature, philosophy, religion, and history will help students reflect on the role of compassion within the human experience. Students will develop a critically informed view of how compassion impacts quality of life and citizenship as a UF student, and beyond.

Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Armstrong, K. (2010). *Twelve steps to a compassionate life*. Anchor Books.

Turabian, K. (2019). *Student's guide to writing college papers (5th edition)*. G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). University of Chicago Press.

(Recommended) American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington: DC: American Psychological Association.

Movie Rentals: *Students will need to budget \$10-15.00 for movie rentals available on streaming services. If for any reason this movie budget is not feasible for a student, please notify the instructor early in the semester. The student and the instructor will work together to ensure that this is not prohibitive. Films and media will be included at the discretion of the instructor to meet learning goals.*

Basic Art Supplies: *Throughout the semester, students will engage in visual art activities for Compassion Blog assignments. Students will need access to basic artmaking supplies, including what is listed below. If for any reason a student has difficulties obtaining these supplies, please email your instructor during the first week of class. The student and the instructor will work together to ensure that this is not prohibitive.*

- *10-15 sheets of blank unlined paper (8.5x11); this may be printer paper, a sketchbook, or alternatively recycled cardboard/paper (e.g., cereal boxes, paper bags)*
- *Pen and/or pencil and 5-6 different colored pens, colored pencils, markers, crayons or oil pastels*
- *Images for making collages (e.g., from catalogues, printed from the computer)*
- *Glue, glue stick, and/or tape*
- *Pair of scissors*

All other readings, works, and resources are available in Canvas.

Materials and Supplies Fees: n/a

Canvas E-learning Portal

The course portal in Canvas is central to the class. You will access required readings, multi-media, and assignments through the course portal. You will also submit your assignments in Canvas. The portal will be updated regularly with announcements and changes to the syllabus or course calendar. You should also email your instructor with questions or for support through Canvas. It is highly recommended that you set your notifications in Canvas to email or text alerts for Conversation Messages (the Canvas name for emails), Announcements, Submission Comments, Grades, and Due Dates.

The UF online eLearning system Canvas works most functionally on a PC or Mac laptop or desktop computer. You may also need to have a webcam or built-in video function to be able to be seen for any virtual class meetings.

Your internet speed will also be important for accessing Canvas, watching videos, and uploading video content which will be required throughout the semester. We have noticed that internet less than 3mps upload and 30 mps download will run slow and give you problems with the Canvas interface and course requirements.

II. Graded Work

Description of Graded Work

1. Active In-Class Participation (15% of total grade)–This course is an interactive and participatory course, so students are expected to come to class having viewed and completed the course assignments and learning materials prior to class and be prepared to engage in discussion and active-learning experiences. Students who receive an “A” for participation will:
 - a. Attend all classes, not missing more than two classes or being tardy more than 4 times (see what qualifies as attendance below),
 - b. Consistently come to class well-prepared,
 - c. Actively initiate and regularly contribute to on-topic discussions,
 - d. Offer in-depth analysis of the course material,
 - e. Take initiative to investigate and share relevant material that is not explicitly assigned,
 - f. Model good classroom citizenship including listening without interrupting, responding to others respectfully and appropriately, no distractions from electronic devices, and promoting classmates to participate,
 - g. Ability to engage in teamwork. This course is an active-learning class which requires engaged dialogue, small group work, and hands-on-exercises to facilitate the learning process.
2. Content Accountabilities (8 Quizzes; 10% of total grade)– Students will show knowledge of the readings and materials assigned for the week through pop-quiz style content accountabilities. There will be a syllabus quiz and seven total content accountabilities throughout the semester. For each content accountability, students will answer five questions (2 pts each) that evaluate the student’s review and comprehension of the assigned materials. Content accountabilities are unannounced, so students should come prepared for class each week.
3. Art Experience + Reflection (10% of total grade)–Students will reflect on an approved local, regional, or international community art show or performance taking place during the course semester that relate to themes of compassion. These events may be in-person or virtual. If the student attends a live event, the student should take appropriate precautions to maintain personal safety. Students will “attend” the event of their choice and write a reflection about that cultural experience within the context of compassion (see Canvas assignment for full details and grading rubric).
4. Compassion Blog (8 Blog Assignments; 10% of total grade)–Students will complete art-based and active-learning activities that will help engage with the course learning at a deeper level. The blog will include an activity, documented evidence of the student completing the activity, and reflective writing by the student about the activity as it relates to compassion. Each blog post will be submitted as a Discussion Board post in Canvas so that other students can view the blog and make comments. These assignments also aim to build community among students in an online learning environment (see Canvas assignment for full details and grading rubric).
5. Reflective Essays (20% of total grade)–Students will complete two short essays (500- 700 words each) that require reflection on personal life experiences related to compassion. Students will write one reflective essay near the start of the course. The second essay will be written at the end of the course and will integrate learning to measure growth of thought and intellectual development across the course experience. Because these essays count towards the total word count requirement for the Writing Requirement portion of this course, it is important that the essays include original, sophisticated ideas with thoughtful analysis. The content of these papers

will include well-crafted paragraphs in the introduction, body, and conclusion; a clear thesis statement, well-supported claims, and appropriate and effective voice. The paper will be written in APA style formatting (see Canvas assignment for full details and grading rubric).

6. Art and Compassion Analysis Paper (35% of total grade)–Students will write a 1,000 to 1,500-word research paper examining themes of compassion. Students will deeply and critically examine a work of art to understand its importance within the discussion of compassion. The student will evaluate meaning of the artwork, the influence of the artist, corresponding cultural movements, and historical context. Students will substantiate their claims with valid and relevant resources. They will also discuss implications of the work for communities, society, or humanity. In this paper, art is defined broadly, so students can choose to look at visual art, music, theater, dancer, creative writing, or other creative works. Students will select their work of art from an instructor approved list in Canvas. Students will submit their paper in a series of five assignments:
 - a. Annotated Bibliography (25 points)
 - b. Outline (25 points)
 - c. Paper Draft (25 points)
 - d. Peer Review (25 points)
 - e. Final Paper (100 points)

Because this paper counts towards the total word requirement for the Writing Requirement portion of this course, it is important that the paper includes original, sophisticated ideas with thoughtful analysis. A paper integrating learning includes well-crafted paragraphs, a well-crafted introduction, thesis, body, and conclusion, well-supported claims, and appropriate and effective voice, and APA style formatting (see Canvas assignment for full details and grading rubric).

Evaluation of Grades

Most assignments are graded on a 100-point scale but are weighted in Canvas to the appropriate percentage. Detailed grading rubrics for each assignment will be provided on Canvas.

Assignment	Total Points	Percentage of Final Grade
Participation	100	15%
Content Accountability (8)	10 each	10%
Art Experience + Reflection	100	10%
Compassion Blogs (8)	100 each	10%
Reflective Essays (2)	100 each	20%
Outline/Bibliography/Draft/Review	100	10%
Final Paper	100	25%
	Total	100%

Grading Scale

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

A	94 – 100%	C	74 – 76%
A-	90 – 93%	C-	70 – 73%
B+	87 – 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%
B-	80 – 83%	D-	60 – 63%
C+	77 – 79%	E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Participation Rubric

	Excellent	Good	Average	Insufficient	Unsatisfactory
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

III. Annotated Weekly Schedule

Week	Topics, Readings, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction to Compassion and Course • Required Readings/Works: Read syllabus and course toolkit materials • Assignment: Reflective Essay, Syllabus Quiz
Week 2	<ul style="list-style-type: none"> • Topic: Learn About Compassion • Required Readings/Works: Armstrong (Ch 1), Turabian (Ch 1&2) • Assignment: Compassion Blog 1
Week 3	<ul style="list-style-type: none"> • Topic: Look at Your Own World • Required Readings/Works: Armstrong (Ch 2), Turabian (Ch 3&4) • Assignment: Compassion Blog 2
Week 4	<ul style="list-style-type: none"> • Topic: Compassion for Yourself • Required Readings/Works: Armstrong (Ch 3), Turabian (Ch 5) • Assignment: Annotated Bibliography
Week 5	<ul style="list-style-type: none"> • Topic: Empathy

Week	Topics, Readings, and Assignments
	<ul style="list-style-type: none"> • Required Readings/Works: Armstrong (Ch 4), Turabian (Ch 6) • Assignment: Compassion Blog 3
Week 6	<ul style="list-style-type: none"> • Topic: Mindfulness • Required Readings/Works: Armstrong (Ch 5), Turabian (Ch 7) • Assignment: Paper Outline
Week 7	<ul style="list-style-type: none"> • Topic: Actions • Required Readings/Works: Armstrong (Ch 6), Turabian (Ch 8&9) • Assignment: Compassion Blog 4
Week 8	<ul style="list-style-type: none"> • Topic: How Little We Know • Required Readings/Works: Armstrong (Ch 7), Turabian (Ch 12&16) • Assignment: Paper Draft 1/Peer Review
Week 9	<ul style="list-style-type: none"> • Topic: How Should We Speak to One Another? • Required Readings/Works: Armstrong (Ch 8), Turabian (14&15) • Assignment: Compassion Blog 5
Week 10	<ul style="list-style-type: none"> • Topic: Concern for Everybody • Required Readings/Works: Armstrong (Ch 9), Turabian (Ch 17) • Assignment: Art Experience + Reflection
Week 11	<ul style="list-style-type: none"> • Topic: Knowledge • Required Readings/Works: Armstrong (Ch 10) • Assignment: Compassion Blog 6
Week 12	<ul style="list-style-type: none"> • Topic: Recognition • Required Readings/Works: Armstrong (Ch 11) • Assignment: Art and Compassion Analysis Paper (Final)
Week 13	<ul style="list-style-type: none"> • Topic: Love Your Enemies • Required Readings/Works: Armstrong (Ch 12) • Assignment: Compassion Blog 7
Week 14	<ul style="list-style-type: none"> • Topic: Compassion and Gratitude • Required Readings/Works: Read and view all materials on Canvas • Assignment: Reflective Essay 2
Week 15	<ul style="list-style-type: none"> • Topic: Course Conclusion • Required Readings/Works: Read and view all materials on Canvas • Assignment: Compassion Blog 8

Please note that the course syllabus and calendar are subject to change at the instructor's discretion. Additional required reading materials will also be shared via Canvas. Refer to the Canvas course website for the most up-to-date information.

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases and influences that shape thought. The course emphasizes clear and effective analysis and approaches issues and problems from multiple perspectives.

The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, mechanics, and APA style. Course grades have two components: the writing component and a course grade. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

In Compassion and the Arts, these objectives will be met in a variety of ways. Students will investigate the course questions through foundational readings, exemplar works of art (e.g. visual art, music, dance, theater, and creative writing), interactive class discussions, active- learning experiences, written reflections and papers, multi-media presentations, and cultural engagement in the community. The Quest and General Education objectives will be accomplished through:

1. Evaluation of how individual understanding of compassion impacts citizenship.
2. Critique of how exemplar works of art have communicated about compassion.
3. Assessment of how compassion has been demonstrated through various historical, social, and cultural lenses.
4. Discussion about the relationship between personal beliefs about compassion and the collective experience of compassion.
5. Evaluation of the ethicality of complex issues regarding compassion.

At the end of this course, students will be expected to have achieved the following specific learning outcomes in content, communication, and critical thinking:

STUDENT LEARNING OUTCOMES			
SUBJECT AREA	CONTENT	COMMUNICATION	CRITICAL THINKING
Quest 1	<i>Identify, describe, and explain the history, theories, and methodologies used to examine the essential questions about the human condition within and across the arts and humanities</i>	<i>Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.</i>	<i>Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.</i>

	<p><i>disciplines incorporated into the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain historical and cultural examples of compassion. 2. Describe and explain theoretical, philosophical, social, and/or cultural factors that contribute to compassion. 3. Identify and explain works of art that depict or elicit compassion. <p>Related Readings Armstrong, Ch. 1-9</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop and articulate answers in response to the essential questions that consider personal, universal, and culturally informed ideas of compassion. 2. Understand and utilize arts-based communication to convey ideas of compassion. 3. Present ideas about compassion through class discussions, writing, and visual and mixed-media presentation. <p>Related Readings Armstrong, Ch. 8 Turabian Text</p>	<p><i>course. Connect course content with critical reflection on students' intellectual, personal, and professional development at UF and beyond.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate themes of compassion by viewing arts-based cultural works in the community and then write reflections that synthesize course content with personal experience. 2. Create an arts-based compassion blog and critically evaluate the impact of the blog activities as they relate to the course. 3. Articulate at least one component of compassion that is relevant to the development and experience of an undergraduate student at the University of Florida. <p>Related Readings and Media Armstrong Ch. 10-13 <i>Wit</i> (Movie) <i>The Soloist</i> (Movie) <i>The Telling Project</i> (Documentary)</p>
Assessment of Quest SLOs	<ul style="list-style-type: none"> • <i>Active Class Participation (through discussions and active-learning experiences)</i> 	<ul style="list-style-type: none"> • <i>Active Class Discussions</i> • <i>Art Experience + Reflection</i> • <i>Reflective Essay 1</i> 	<ul style="list-style-type: none"> • <i>Art Experience + Reflection</i> • <i>Compassion Blog</i> • <i>Reflective Essay 2</i>

	<ul style="list-style-type: none"> • <i>Content Accountabilities</i> • <i>Art and Compassion Analysis Paper</i> • <i>Art and Compassion Analysis Paper Peer Review</i> 	<ul style="list-style-type: none"> • <i>Art and Compassion Analysis Paper</i> • <i>Compassion Blog</i> 	
Humanities	<p><i>Identify, describe, and explain the history, underlying theory, and methodologies used in the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Define, describe, and explain compassion. 2. Utilize humanities-based methods and humanistic inquiry to deepen understanding of compassion. 3. Identify ways in which cultural values and personal experience influence perceptions of compassion. <p>Related Readings Armstrong, Ch. 1-9</p>	<p><i>Communicate knowledge, thoughts, and reasoning clearly and effectively.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Formulate and articulate a personal definition of compassion. 2. Respond to questions about the historical, theoretical, and cultural examples of compassion and articulate meaning in a contemporary context of compassion. 3. Develop and present course-informed ideas about the historical, theoretical, cultural and contextual perspectives of compassion. <p>Related Readings Armstrong, Ch. 8 Turabian text</p>	<p><i>Identify and analyze key elements, biases, and influences that shape thought within the subject area.</i></p> <p><i>Approach issues and problems within the discipline from multiple perspectives.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate cultural considerations surrounding concepts of compassion especially regarding issues of identity such as: race, ethnicity, class, religious preference, cultural origin, political affiliation, age, and health. 2. Analyze and evaluate the historical, theoretical, and cultural origins of compassion and develop ideas about the application of compassion in a contemporary context. 3. Develop responses to core questions about compassion as they relate to personal, civic, global, and universal values.

			Related Readings and Media <i>Wit</i> (Movie) <i>The Soloist</i> (Movie) <i>The Telling Project</i> (Documentary)
Assessment of Humanities SLOs	<ul style="list-style-type: none"> • <i>Active In-Class Participation</i> (through discussions and active learning experiences) • <i>Content Accountabilities</i> • <i>Art and Compassion Analysis Paper</i> • <i>Art and Compassion Analysis Paper Peer Review</i> 	<ul style="list-style-type: none"> • <i>Active In-Class Discussions</i> • <i>Reflective Essay 1</i> • <i>Art and Compassion Analysis Paper</i> 	<ul style="list-style-type: none"> • <i>Active In-Class Participation</i> • <i>Compassion Blog</i> • <i>Reflective Essay 2</i>

The Writing Requirement of 2000 words will be accomplished through:

1. Reflective Essay 1 (500-700 words)
2. Reflective Essay 2 (500-700 words)
3. Compassion Research Paper (1000-1500 words)

In order to receive credit for the 2000 words students must:

1. Turn in all written course work counting towards the 2000 words in order to receive credit for those words.
2. The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, mechanics, and APA style (see Writing Rubric below).
3. Students must achieve a satisfactory on their writing assignments to receive the writing credit for this course.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Quest courses include an experiential-learning component. In this course, students will engage in active and receptive experiential arts activities both in and outside (see Description of Graded Work for more details). An alternative activity will be provided for students if a conflict arises for any outside activity.

2. Details of Self-Reflection Component

Quest courses provide students with formal opportunities for self-reflection. These are occasions when students examine what they think, why they think it, and what are the implications of their thoughts for

themselves and for others. In this course, this is accomplished through participation in class discussions and assigned work, such as reflective essays and reflections on experiences (see Description of Graded Work for more details).

VI. Course Policies

Student Expectations

This course is an in-person, sequential course (meaning we have a set meeting time each week, where you will attend class). There are also set deadlines each week. Any course requires personal time-management and attention to deadlines. As a student you should expect 2-3 hours of work outside of classroom time per one credit in a course. Since this is a three-credit course you should anticipate spending six-nine hours per week on assignments outside of class. This time will be split between reading and watching course materials, completing assignments, attending an arts experience, researching, and writing your course papers. The amount of time per week will vary. Some weeks you will have much less than six hours of work and other weeks you might have more depending on what is assigned, what is due, and how you manage your time.

Class Attendance and Make-Up Policy

Class attendance is required and expected. Students will be allotted two unexcused absence or four unexcused tardies after which, points will be deducted from the attendance grade. After that students will lose 5 points per subsequent absence and 2.5 points per subsequent tardy.

In general, reasons for an excused absence from or failure to participate in class include serious illnesses or hospitalization, serious family emergencies, special curricular requirements (e.g. professional conferences or interviews – with instructor approval), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) are also excused. Students should submit appropriate documentation for an absence due to any of these reasons within one week of the absence.

Excessive tardiness or leaving early from class will affect your grade. You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block. Two tardies (entering over 10 minutes late or leaving 10 or more minutes early) will count as one absence as described above.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence in a reasonable about of time before or after the event will be given a reasonable period of time to make up the late work. Students should work with the instructor to draft a timeline for deadline submissions.

If students miss a class for some (unexcused) reason, they should obtain any material or assignments from another class member and email the instructor. Please note class PowerPoint presentations will not be distributed or made available on e-Learning.

Requirements for class attendance and make-up content accountabilities, 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>

Late Assignments

Late assignments that will be accepted include reflective essays, blogs, and the final paper (including its components) for up to a week after assignments are due. A deduction of 5% of the total assignment points will be deducted per 24-hour period. After seven days, late assignments will not be accepted apart from exceptional circumstances. In-class participation and Content Accountabilities cannot be made up unless the student has a University-approved reason.

Course Communications

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect participation in the course. Please do not let any questions or concerns go unattended. It is the instructor's intention to respond to all email communication within 24-48 hours during weekdays. It is important to email the instructor through the Canvas feature as the instructor prioritizes these emails.

Netiquette/Communication Courtesy: Written communication and electronic interaction are central to online learning. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other communication structures. Students are expected to understand the common principles of netiquette. Additionally, please check spelling, grammar and formatting as appropriate.

Canvas Notifications: It is strongly recommended that students set their Canvas notifications to alert them by email to the following course communications from the Instructor:

1. Announcements,
2. Submission Comments,
3. Conversations (Canvas emails),
4. Grades, and
5. Due Dates

Students can do this by clicking on their Avatar on the left navigation bar > Click Notifications > and make sure that the checkmark icon is toggled green under the appropriate functions. Students will be responsible for timely responses to these Instructor communications even if they don't set their notifications.

General Course Questions: Before asking general questions of the instructors, be sure to check the syllabus, the course Canvas website, Announcements, and the Student-to-Student Discussion Board, as your instructor will direct you to these sources. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately using the mail function in Canvas.

Office Hours: Students are highly encouraged to attend office hours with the instructor at least once during the semester. Office hours are held weekly via Zoom (see link in CANVAS). Office hours can be useful to get to know your faculty member and ensure they are getting to know you as a student, talking

through issues that are confusing or unclear from class, getting assistance with writing assignments in advance of the assignment deadline, following-up after an assignment has been graded to ask questions and learn how to improve for future assignments, to ask questions about course content that there wasn't time for in class, and talking to your faculty member about future goals that might relate to course content or their area of expertise. If you have class during the instructor's office hours, please email through Canvas and request an alternate meeting time.

Student-to-Student Questions: This course has the option to use a Discussion Board in Canvas for student-to-student questions. This Discussion board will not be monitored closely by the Instructor, although the Instructor might check-in from time-to-time. This Discussion board is for you to have conversations with your peers outside of the course assignments. Past students have used this discussion board to ask each other technical tips-and-tricks, study advice, and to garner generalized support and encouragement among the cohort. If your question is time-sensitive and relates to a grade, please email your instructor privately through the Canvas feature.

VII. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: 1. The email they receive from GatorEvals, 2. Their Canvas course menu under GatorEvals, or 3. The central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the

following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

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

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

More information about university-wide policies and resources can be found here:
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>