

# Acting 1: Instrument and Discipline

TPP 2110: Class # 18570, Section 069F; Fall 2022

School of Theatre + Dance  
College of the Arts  
University of Florida

## I. General Information

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### Class Meetings

- M, W | Period 6 - 7 (12:50 PM - 2:45 PM)
- [📍 CON G013](#) – Constans Theatre Building, Studio G-13
- Canvas Website: <https://elearning.ufl.edu/>

The class meetings for this course convene on UF's main campus located on the ancestral territories of the Potano and Seminole peoples. As this is a theatre arts course, it is educationally and artistically relevant to acknowledge the peoples and cultures indigenous to the Alachua region.

### Instructor

- Dr. Manuel Simons (they/them/their)
- Office Hours: M, W, 3:00 PM - 5:00 PM; other times by appointment
- [📍 YON HALL](#) - Yon Hall or via Zoom
- Email: [bmanuel.simons@ufl.edu](mailto:bmanuel.simons@ufl.edu) or via Canvas
- Phone: 352-273-0500

### Course Summary

Acting One is an introduction to the craft of acting and the foundation for all performance majors and students seeking entrance into the program. The course consists of group exercises to develop physical awareness, concentration, imagination, and trust. Basic physical, vocal, and analytical concepts; methods; vocabulary; and discipline required of the beginning actor will also be explored. Students will develop their own creative process through monologues, scene work, and exercises in observation and awareness.

### Course Description

Using guided exercises, both structured and unstructured, students will explore the basic strategies and skills of acting which include a repertoire of relaxation and warm-up exercises from which to build upon for use in the study of acting; the development of self-awareness, imagination, and concentration; facility with basic script analysis, character-building processes, and the mechanics of rehearsal, staging, and performance. Students will acquire a working knowledge of the general vocabulary of acting through dedicated study outside of class and

practice during in-class exercises, activities, and discussions. Students will demonstrate their knowledge of acting technique and vocabulary via written analysis of actors' performances and quizzes. Execution of the basic acting skills will be demonstrated by students in the form of in-class performances of fully memorized monologues and partnered scenes.

## Course Objectives

1. To establish a common vocabulary that serves as a foundation for the acting process.
2. To increase observational skills and develop self-awareness through exercises and improvisation.
3. To apply the methods and techniques of the actor's process and apply these methods and techniques of acting to one's own work through exercises and monologue and scene work.
4. To develop an understanding of the discipline of the art and to refine concentration skills necessary within that discipline.
5. To practice basic methods of relaxation as well as exercises towards physical and vocal freedom and control.
6. To develop the ability to work as a supportive, courageous, and accountable member of an ensemble through improving discipline, building trust, and strengthening communication skills.
7. To demonstrate a fundamental understanding of the building blocks of working on a monologue and a scene.

Students will achieve the above objectives via thorough, thoughtful, and whole-hearted engagement and participation in this course, which includes all components described in this syllabus.

## Required Readings and Materials

**Reading:** There are no textbooks assigned for this course. Instead, multiple shorter readings are assigned throughout the course and available via the class Canvas website. *An important requirement of the course is that students bring to every class a complete print-out on PAPER of the reading due on the corresponding class dates.*

**Viewing:** Film and video viewings are also assigned in this course. Some films/videos will be available via links on the class Canvas website. Other assigned films/videos will be available through the UF Libraries' Databases.

Accessing UF Libraries' Databases:

- If you are on campus and connected to any UF network, you may access the UF Libraries' Databases list directly from: <https://uflib.ufl.edu/>
- If accessing from off-campus, you must login with your UF ID and password. To do so, visit <https://uflib.ufl.edu/using-the-libraries/off-campus-access/> and choose to access via a Virtual Private Network (VPN) or UF Proxy Server (the latter is easiest for fairly short sessions). Once logged in, select "Smathers Libraries" > "Databases" > and the name of the database (for example, "Academic Video Online" or "Digital Theatre+").

**Theatergoing:** Attending live theatre productions on campus is a crucial part of the assignments in this course. Ticket vouchers will be provided for the shows, but the student is

responsible for paying handling fees. If the voucher is lost or stolen, it CANNOT be replaced. Tickets will be available through the O'Connell Center Box Office/University Box Office. Please arrive to the show at least 10 minutes early. DO NOT BE LATE – it is highly disrespectful to the actors and the audience. There is NO other shows that can be substituted for seeing the required UF productions. Lastly, turn phones off during the show!

Production Dates:

|            |                                            |
|------------|--------------------------------------------|
| Sept 2-18  | <i>Fahrenheit 451</i> – Hippodrome Theatre |
| Sept 15-25 | <i>Rhinoceros</i> - Black Box Theatre      |
| Oct 21-30  | <i>Cabaret</i> - Constans Theatre          |

## Recommended Readings and Materials

During the semester, the instructor will provide you with a handout listing of recommended (not required) readings and materials authored by theatre artists and theorists representing a range of diverse identities, practices, traditions, and perspectives across global acting and theatre contexts. Utilizing this list, you can begin to build your personal actor's 'library'—a vital resource that will help to support your continued practice and development throughout your study of acting and building of a professional career in the industry.

The following writing and style manuals are recommended but not required:

- Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, 8<sup>th</sup> Ed. Bedford/St. Martin's, 2017. \$23.99 Kindle/\$42.84 Spiral Bound. [Available on Amazon.](#)
- Purdue University OWL (Free Online)  
[https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)  
(MLA style preferred for citing sources used in papers/assignments)

## II. Graded Work

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### Participation

These actions comprise 15% of your final grade.

1. Active participation in class discussions, learning activities, acting exercises, theatre games, and scene/monologue feedback and observation opportunities.
2. In-class writing geared to help you analyze plays and characters and reflect on your learning.
3. Reliable and punctual attendance at all scene rehearsals outside of class with classmates.
4. Fostering open, proactive, and productive communication with instructor and classmates; cooperating and working respectfully and harmoniously with instructor and classmates; supporting, encouraging, and including all classmates.
5. Being accountable for your actions and taking responsibility for yourself and your own learning, (including proactive and productive communication with the instructor and classmates); keeping the promises you make to yourself and other people and doing what you say you will do; being an active, not a passive learner.

## Acting Skill-Builders

These 4 assignments comprise 15% of your final grade.

1. Two (2) Skill-Building Assignments for which you will rehearse on your own outside of class and present your work in-class; these assignments may also include a brief digital, visual, note-taking, or other short component to document or reflect upon the activity.
2. Two (2) Coaching Session Assignments for which your scene or monologue is scored, memorized, and rehearsed outside of class. You must be completely off-book (memorized) to qualify for a passing grade on the Coaching Session Assignments. At the coaching sessions, you will present your scene or monologue in its entirety, after which you will receive specific directions, images, suggestions, or exercises from the instructor to incorporate into your work as you present all or parts of your scene again, and possibly several times, during the session. Flexibility, imagination, cooperation, and a willingness to experiment will be required in order to do your best work in the coaching sessions.

## Reading Responses and Replies

These activities comprise 15% of your final grade.

Completion of all readings and demonstration of your understanding and response through:

1. A total of four (4) digital discussion board postings of at least one full paragraph each (or more, if you wish) posted on the digital class discussion board no later than 48 hours prior to the class at which that week's assigned reading is due. In each posting, respond to at least one specific statement contained in the current week's reading; include the statement as a quotation AND include the page number. Explain what the idea means to you: Why does this idea matter? How does it relate to what you are experiencing and learning in this course? How does it connect to your own work in exercises, activities, and acting assignments in this course? You may disagree with ideas as long as you thoroughly explain why you disagree.
2. Return to the discussion board no later than 24 hours before class and write replies to the postings of at least two different classmates (or more than two classmates if you wish). Devote at least three complete sentences (or more) to each classmate's posting for a total of at least six sentences. Refer to each classmate by name, so it is clear to which two posts you are replying. Your reply should be substantive, thoughtful, and respectful. Furthermore, you may respectfully disagree with your classmates' or your instructor. In any case, you should support your point of view or opinions with clear explanations as to why you hold these viewpoints.

## Performance Analyses

These 2 assignments comprise 15% of your final grade)

**Note performance dates and assignment due dates listed in this syllabus.**

1. This assignment requires that you attend the performances of three (3) different plays listed in this syllabus and write an analysis of specific aspects of the acting in two plays.
2. Your analysis will consist of answers to 10 questions, which the instructor will provide to you. It's extremely important that you read and understand the questions BEFORE you see the performances, so you know what you should be looking for in the performances.
3. Each analysis is 500-600 words in length, double-spaced, 12-point Times New Roman font, one-inch margins, and includes page numbers, student name, and date.

4. Students are required to save their ticket stubs and programs from the plays to present to the instructor only upon request.
5. Choose your two performance dates, put them on your calendar, and make your reservations immediately. Performances sell out. Sold out performances, work schedules, or any other circumstances will not excuse students from this assignment. Ample time has been provided for you to buy tickets and arrange your schedule to see two of the plays listed in this syllabus.
6. Performance analyses cannot be revised and resubmitted, so do your absolute best.
7. The second and final performance analysis will not be returned to students; however, the instructor can provide feedback via email at the student's request.

## Mid-Term Scene

This assignment comprises 20% of your final grade.

1. Work with an assigned partner on an assigned scene that is thoroughly memorized and fully rehearsed for two (2) in-class presentations of the scene. Use your learnings in the course to play your character truthfully and bring the circumstances of the scene and the play to life.
2. Multiple rehearsals outside of class and thorough memorization are required to perform at a competent (passing) level. You will need to put in time and effort outside of class to prepare for this Mid-Term, just as you would for any other college course.
3. Plan in advance how you will arrange furniture and items in the studio to create the foundation of your set in a manner appropriate to the play.
4. Bring in appropriate props (objects and supplies from home or borrowed) to use in your scene and to decorate your set as realistically as possible and appropriate to the play.
5. Assemble and wear a costume (items from home) that accurately reflects your character in a manner appropriate to the play. Costume includes accessories, hair style, and make-up as appropriate to the character (working with what you own or borrow).
6. Observe and provide supportive feedback on peers' acting and reflect upon your own work.

## Final Monologue

This assignment comprises 20% of your final grade.

*Includes ALL items listed above for Mid-Term Scene with the following alterations:*

1. Work on your own on a monologue that is thoroughly memorized and fully rehearsed for two (2) in-class presentations. You will select the monologue, which must then be approved by the instructor.
2. Visualize set in your imagination as appropriate to the play and bring in props (objects) as necessary to the monologue.

## Assignment Evaluation

| Assignment                        | Percentage of Grade |
|-----------------------------------|---------------------|
| Participation                     | 15%                 |
| Acting Skill-Builders (4)         | 15%                 |
| Reading Responses and Replies (4) | 15%                 |
| Performance Analyses (2)          | 15%                 |
| Mid-Term Scene                    | 20%                 |
| Final Monologue                   | 20%                 |
| TOTAL                             | 100%                |

## Grading Scale

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

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

## Formatting Written Assignments

Written assignments will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to the course site on Canvas. PDFs will NOT be accepted. Papers should be formatted in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. You must include a word-count at the top of the first page. Include your name, course number, date submitted, word-count, and an engaging and appropriate title for each essay.

## 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.

## Grading Rubrics

### Writing Assessment Rubric

|                            | SATISFACTORY (Y)                                                                                                                                                                                                                                                                                                                                                                                                | UNSATISFACTORY (N)                                                                                                                                                                                          |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT                    | Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.                                                                                                                                                                                      | Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.                     |
| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.                                                                                                                                                                                                                            | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT       | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.                                                                                                                                | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.                                                             |
| STYLE                      | Documents use 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.                                                         |

## Participation Assessment Rubric\*

|                     | HIGH QUALITY                                                                                                                                                                                                                                                                                                                                                                                                 | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                         | IMPROVEMENT NEEDED                                                                                                                                                                                                                                                                                                                                                                      | SIGNIFICANT IMPROVEMENT NEEDED                                                                                                                                                                                                                                                                    |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTRIBUTION</b> | Student volunteers one or more analytical, well-reasoned, or insightful comments, questions, or observations in every (or almost every) class meeting. Arguments, claims, or positions are relevant to the topic and supported with evidence from the readings (or other compelling evidence that may support or contradict ideas or concepts in the readings).                                              | Student usually volunteers at least one analytical, well-reasoned, or thoughtful comment, question, or observation per class meeting. Arguments, claims, or positions are usually relevant to the topic and mostly supported with evidence from the readings (or other compelling evidence that supports or contradicts ideas in the readings).                                                   | Student volunteers a reasonable or thoughtful comment, question, or observation in some class meetings. Student sometimes does not volunteer or participate in discussion, though they may contribute when the instructor calls upon them. Arguments, claims, or positions are sometimes not entirely relevant to the topic or sometimes not supported with evidence from the readings. | Student rarely or never volunteers a comment, question, or observation. Student may participate if the instructor calls upon them, but otherwise the student rarely or never contributes to class discussions. If they do participate, comments are usually off-topic or unsupported by readings. |
| <b>LISTENING</b>    | Student always listens to and makes collegial eye contact with peers or instructor whenever they are speaking or presenting. Always or nearly always responds to or productively builds upon peers' comments or questions. Often reminds group of comments made by someone earlier that are pertinent.                                                                                                       | Student usually listens to and makes collegial eye contact with peers or instructor when they are speaking or presenting. Usually responds to or productively builds upon peers' comments or questions. Student is rarely distracted and is consistently attentive in class.                                                                                                                      | Student sometimes does not listen to or make collegial eye contact with peers or instructor when they are speaking or presenting. Only sometimes responds to or productively builds upon peers' comments or questions. Student is sometimes distracted, or their attentiveness is inconsistent.                                                                                         | Student often does not listen to or does not make collegial eye contact with peers or instructor when they are speaking or presenting. Rarely or never responds to or productively builds upon peers' comments or questions. Student is often distracted or inattentive.                          |
| <b>CONDUCT</b>      | Student shows respect for all classmates and instructor, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges, critiques, or analyzes ideas respectfully, and encourages and supports others to do the same. Student always works with all classmates and instructor in a cooperative, professional, and supportive manner. | Student generally shows respect for all classmates and instructor and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to their own ideas or occasionally may lack diplomacy or consideration when challenging or critiquing others' ideas. Usually cooperative, professional, and supportive. | Student sometimes shows little respect for a classmate(s), the instructor, or the process as evidenced by speech and manner. Student may sometimes be uncooperative, apathetic, or unsupportive of other members of the class; may sometimes demonstrate rudeness, insensitivity, or lack of support or lack of consideration for other members of the class.                           | Student shows a lack of respect for members of the class or the process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or may resort to <a href="#">ad hominem</a> attacks.                              |

\*Participation rubric adapted from Relearning by Design, Inc., 2000 and Eberly Center for Teaching Excellence, Carnegie Mellon University, 2022.



## IV. Course Policies

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### Attendance and Punctuality

Students are expected to attend class and to be on time. Attendance and punctuality matter greatly and count from day one of this course.

A total of 3 unexcused absences are permissible in this course. After the third unexcused absence, the student's overall course grade will be lowered one full letter grade (10 points) for EACH additional unexcused absence.

To be considered excused, an absence must be accompanied by appropriate official documentation (except religious holidays/observances, which do not require documentation). Only the following types of absences can be excused (and only if official documentation is provided):

- Illness—doctor's note must be on official letterhead with doctor name, address, phone number, noting date and time of visit and diagnosis verifying absence from class is warranted and doctor's signature.
- Serious family emergency
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participating in official university activity (e.g., music performance, athletic competition, debate)
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- Religious holiday/observance (documentation not required for this type of absence)

To help organize accommodations, students should inform instructor by the end of the second week of classes of religious holidays/observances of their faith that will conflict with class attendance this semester.

If you must miss a class meeting for any reason you must notify the instructor and any group partners PRIOR to the missed class; this does NOT "excuse" your absence; it is simple professional courtesy.

If absent, it is YOUR responsibility to obtain information about missed course content, which may include information or directions for upcoming assignments; class buddies, study partners, or small study groups are strongly recommended; reach out to your classmates and build community.

Three instances of lateness count as one unexcused absence (unless the lateness is excused with an acceptable reason AND official documentation). Attendance will be recorded at the beginning of each class period. Any arrival after the official start time of the class as published on ONE.UF will be considered late.

Be aware that the UF policy on absence states:

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or

inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

All requirements detailed above for class attendance and make-up exams/assignments and other work in this course are fully consistent with university attendance policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Due Dates

All written assignments are due at the start of the class period on the date listed on the course schedule.

Submission of late assignments without penalty requires a valid and documented reason, such as an excused absence. Otherwise, 1/3 of a letter grade for the assignment will be deducted for EACH school day that the assignment is late (holidays and weekends excepted).

If an assignment is missed due to an excused absence, then the assignment will be due by the next class period following the excused absence. An assignment missed due to unexcused absence cannot be made up.

## Class Demeanor

Students are expected to arrive to class on time, to participate, and to conduct themselves in a professional manner that is always respectful to the instructor and fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion must be avoided.

Cell phones are NOT permitted in this classroom. Phones must be turned off or silenced (and NOT on vibrate) AND phones must be stored entirely out of sight completely inside a pocket or bag; a visible cell phone or cell phone use will count as lateness to class (3 instances of lateness = 1 absence). Cell phone use in class is disrespectful to the instructor and fellow students.

Do NOT gather your things or pack up your bag until the official end time of the class; doing otherwise is disrespectful to the instructor and fellow students and will count as lateness to class (3 instances of lateness = 1 absence).

You may consume only beverages with a very secure lid. There will be a 10 minute break and I encourage you to bring a snack to eat outside of the classroom. You must properly dispose of all trash.

An open line of communication between you and me is of the utmost importance. *Always feel free to communicate with me*; my job is to guide and support you in learning. If you have a question, concern, confusion, or problem relevant to this course, please don't worry, don't fret, and don't go to other people before you come to me. Reach out to me and I will help.

**PLEASE COMMUNICATE WITH ME.**

## Canvas and Email

All students in this course are required to use Canvas, UF's official learning management system. Students will access Canvas frequently for updates to the course schedule, to access assignment information and materials, to turn in assignments, and for other important course information.

All students are required to have an active UF email account (@ufl.edu), which they check at least once a day (or more often, if possible). State laws require that all emails related to a course must come from students' UF accounts rather than personal accounts (such as Gmail or Yahoo).

Emails to the instructor should be respectful and use professional standards of language and communication. The instructor will make every effort to respond to student emails within 24 hours during weekdays and within 48 hours during weekends and holidays.

Both Canvas and UF email are extremely important modes of communication between student and instructor, and the instructor will use Canvas and UF email to communicate crucial course information to students.

To resolve technical issues with email or Canvas visit the [UF Computing Help Desk website](#) or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or call 352-392-HELP (4357).

## Content Alert\*

In this course, we will cover content and materials that some may find difficult. It is important that in a process of learning and intellectual development we do not shy away from engaging with materials that may be controversial or challenging. In class, if you need to step away briefly as we cover particular content, you may do so without penalty, but please remember that you are responsible for any information covered in your absence.

Content in the humanities sometimes includes works and discussions that address themes, situations, actions, or language that can be offensive to some students on the grounds of sexual explicitness, profanity, violence, or blasphemy. As UF is devoted to the principle of academic and artistic freedom, it is not the University's practice to censor controversial works on any of these grounds. Part of the student's work is to learn how to investigate and analyze content that may convey perspectives that differ from their own views. Learning can be challenging and uncomfortable, at times. Our goal is to establish a learning environment that is both a safe space (physically, emotionally, mentally) AND a brave space where we can experience new ideas, take healthy and creative risks, and grow as artists, scholars, and human beings. If you have questions or concerns about these issues, then please communicate privately with the instructor as early as possible in the semester.

\*This Content Alert has been adapted nearly verbatim from the syllabi of Tiza Garland, Associate School Director and Associate Professor of Theatre, School of Theatre + Dance, University of Florida.

## Students Requiring Accommodation

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

## UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## In-Class 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 class lectures without the written consent of the instructor.

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

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

**A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.**

## University Honesty Policy

UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code specifies several potential violations, including *plagiarism*. Section 3.E. prohibits and defines plagiarism as follows:

**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.

Plagiarism on any assignment will automatically result in the referral of the student to the Dean of Students for consideration of academic and student status sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

The Student Honor Code and Student Conduct Code may be read in their entirety at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## V. Campus Resources

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### ACADEMIC AND CAREER

- **E-Learning Technical Support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **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.

## HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [Student Health Care Center website](#).
- **Sexual Assault Recovery Services:** Visit [Student Health Care Center](#) or call 352-392-1161.
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 911 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](#).
- **Food Insecurity:** Visit [UF's Food Pantry website](#) or call 352-294-3601 or email [fielandfork@ufl.edu](mailto:fielandfork@ufl.edu) for help if you are experiencing food insecurity.
- **Veterans and Military-Affiliated Students Resources:** Visit the [UF Collegiate Veterans Success Center website](#) or call 352-294-7233 or email [vetsuccess@dso.ufl.edu](mailto:vetsuccess@dso.ufl.edu) for resources, community, and support.
- **Other Concerns and Needs:** See this [comprehensive list of concerns](#) with links to UF resources for help and support.

## VII. Freedom of Thought and Opinion

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Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

**The instructor reserves the right to modify the syllabus and/or course schedule as deemed necessary.  
Students will be notified via email and/or in class of any substantive changes to the syllabus.**