TPP4930 |. TPP6930 Special Topics Stories for Sustainability

Contact Information
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Office Hours & Location

Monday 10-11 am
SoTD, 224
Wednesday 2 - 3 pm
SoTD, 223

For questions about course content, your grade, or other personal issues, use the Canvas mail tool or phone numbers above. Expect a response within 24 hours on school days.

Course Description

Stories for Sustainability is a creative making, researching, and active learning course that invites students to delve into autoethnographic storytelling, blending lived experiences with sustainability themes through technology-driven, creative, and performance-based methodologies. The course facilitates a guided, experiential journey through which students create digital video and multimedia presentations about the ways they experience global issues of social, cultural, or environmental sustainability within their own lives and communities.

Course Objectives

By the end of this course, students will be expected to be able to:

1. Employ artificial intelligence (AI) and other digital tools ethically and creatively to produce and share impactful personal narratives that link individual experiences to global sustainability challenges.
2. Develop and articulate critical insights into sustainability issues through compelling narratives that integrate factual research and creative storytelling strategies, effectively merging academic rigor and artistic expression.
3. Identify and apply autoethnographic research methods to critically examine personal experiences and situate them within broader social, cultural, and environmental contexts.

4. Explain and use interdisciplinary methodologies, combining concepts and strategies from sustainability studies, the arts, and digital technology, to develop innovative storytelling projects.
5. Engage actively with natural and built environments utilizing place-based storybuilding techniques and arts-based research methods to create environmentally informed artistic works.
6. Analyze, evaluate, and describe the transformative power of storytelling as a tool to build community resilience, foster global awareness, and drive action on pressing sustainability challenges.
7. Collaborate with peers and instructors to refine performance skills by exploring techniques in voice, movement, and stage presence to effectively communicate their narratives and engage diverse audiences.

Course Schedule

Assignments, readings, and viewings are due at the start of class on the dates listed below. All assignments are submitted on Canvas. Some are also brought to class if indicated in Canvas. Schedule subject to change at professors' discretion with email notification to students.

Week	Theme	Date	Topic / Activities	Assignments Due
Week 1	Foundations: Community, Narrative, & Sustainability	Mon, June 30	Introductions, Syllabus Overview, Community Building	Share Worksheet (Review Rubric #1)
		Tue, July 1	Defining Sustainability, Autoethnography, Performance / Writing Exercise: Locating the Self in the Environment	Worksheet Due in Class (20 points)
		Wed, July 2	Performance Writing Techniques Grounding in the Image & Secret Worlds	
		Thu, July 3	Viewing: Digital Stories & Story Prompts	Reading: Evocative Autoethnography (pp. 75–119)
		Fri, July 4	NO CLASS Holiday	
Week 2	Embracing Bad Ideas, Spontaneity, and Play	Mon, July 7	Revision: Images Part 1	1st Draft Treatment Due (50 points)

		Tue, July 8	3 Stories in 5 Minutes	
		Wed, July 9	Revision: Images, Part 2	
		Thu, July 10	Revising Narrative Draft #1 Viewing: The True Cost	Reminder: Bring images for the July 17 workshop
		Fri, July 11	Narrative Architecture AI Script Support Viewing: Solo Work, TikTok, Vines	Final Draft Treatment Due (100 points) Panel Discussion Event (4–6 pm)
Week 3	Layering & Structure: Arcs, Patterns, and Tension	Mon, July 14	Arcs, Tension, Deconstruction Guest Artist: Darian Dauhan Formatting a Shooting Script	Reading: The Sustainability Folders
		Tue, July 15	Guest Artist: Beth Osnes	Pre-Shoot Script Due (50 points) Visit: https://thebutterflyaffect.squarespace.com/about
		Wed, July 16	Composition: Frame, Angle, Level	
		Thu, July 17	Storymapping & Storyboarding Guest: Darius D. Brown (Visit 1)	
		Fri, July 18	Sound & More Guest Artists: Laura & Jill	
Week 4	From Page to Screen: Adaptation and Queer Storytelling	Mon, July 21	Editing: Transitions, Pacing, Beats	Storyboarding Due (50 points) Final Shooting Script Due (100 points)
		Tue, July 22	Guest: Darius D. Brown (Visit 2) Note: Jashodhara Out of Town at Conference Filming Begins	
		Wed, July 23	Editing (In & Out of Class)	Reading: The Sustainability Folders

		Thu, July 24	Guest: Darius D. Brown (Visit 3)	
		Fri, July 25	Guest: Darius D. Brown (Visit 4) Workshop: Queering Sustainability	Reading: Autoethnography as Queer Method Workshop-in-the-Field on Saturday (10 am–12 pm)
Week 5	Crafting the Cut: Digital Editing and Refinement	Mon, July 28	Editing (In & Out of Class) Optional Re-Shoot/Edit Outside Class	Rough Cut Video Due (50 points)
		Tue, July 29	Guest: Darius D. Brown (Visit 5) Editing (In & Out of Class)	
		Wed, July 30	Final Editing	
		Thu, July 31	Assembling Several Videos into One Video	Final Cut Video Due (100 points)
		Fri, August 1	Guest: Darius D. Brown (Visit 6) Prep Files for Delivery to Hippodrome	
Week 6	Presentation, Reflection, and Community Engagement	Mon, August 4	Introduction to Festival & Community Event	
		Tue, August 5	Preparing for Festival & Community Event Rehearsal	
		Wed, August 6	Preparing for Festival & Community Event Rehearsal	Community Presentation (6–9 pm)
		Thu, August 7	Final Class Reflection on Process & Event	
		Fri, August 8	NO CLASS	Final Written Reflection Due (50 points)

Course Policies

Attendance

Class attendance is mandatory. You are allowed one "unexcused" absence that does not require documentation and does not conform to the UF "acceptable reasons for absence." Any other "unexcused" absence will result in a penalty of half a full letter grade (5%) from the final grade for *each* "unexcused" absence. To be considered "excused," an absence must be accompanied by appropriate official documentation. If you are more than 10 minutes late to class, you are absent for that session. If you are often late to class, that can result in a cumulative absence count. Any student who acquires 3 absences (either excused or unexcused) will be required to meet with us and/or area faculty to discuss the student's continued participation in the course.

Please remember that even with a letter from the DRC, you do not receive unlimited excused absences. You should proactively discuss any expected disability-related absences and concerns with us during the first week of the semester, allowing us to consider the number of excused absences. Please follow these instructions to ensure clear and effective communication.

All course attendance policies are consistent with university policies that can be found on UF's Attendance Policies website.

NOTE: If you are having difficulties meeting the course requirements and are thinking about dropping, please reach out to us. We would like to have the chance to hear about what you are struggling with to see if there is a way to help you meet the course goals.

Due Dates

No late assignments will be accepted unless appropriate official documentation is provided according to UF's Attendance Policies at the above link.

As you are a student at the university level, **you** are responsible for observing all posted due dates and expected to be proactive in your planning and to take responsibility for your learning.

Materials

No textbooks are required for this course. All reading and viewing materials will be provided by the professors and available in Canvas. Students are required to bring to every class session and related events a dedicated notebook and writing instruments. Laptops are recommended in addition to (not in place of) the previously mentioned analog materials.

Coursework & Assignments

Participation

This course relies on developing a community of researchers, writers, and artists responding to each other's work. Your participation grade is determined by your active, thoughtful, and

informed participation in class discussion (distinct from mere attendance)--including discussion of all assigned readings--as well as your contribution to the classroom community. Furthermore, students are expected to take written notes in every class session and at associated events. Not adhering to these guidelines will result in a greatly reduced participation grade. Tardiness, particularly repeated tardiness, will significantly decrease your participation grade. A visible or audible mobile phone, particularly on repeated occasions, will significantly decrease your participation grade. Your participation in this course will be evaluated according to the quality and amount of your engagement, listening, and communication as follows:

Requirements and specifications for each of the following course deliverables will appear in the Canvas > Assignments section at least one week before the assigned due date.

Worksheet

This introductory assignment is geared to orient you to course concepts and provoke your critical and creative thinking about sustainability.

First Draft Treatment

This assignment invites you to write a 2 to 4-page treatment for your autobiographical short video. Your treatment is an exploratory, image-rich narrative about a time when your life connected to any facet of sustainability. Further guidelines and criteria will be provided in the assignment directions.

Final Draft Treatment

This assignment challenges you to revise, meaning to rewrite, your first draft using specific strategies learned in class and incorporating the professors' feedback to meet or exceed the criteria for this 2 to 4-page final draft treatment. Further guidelines and specific criteria will be provided in the assignment directions.

Pre-Shoot Script

This assignment asks you to draft a 3 to 6-page pre-shoot script for your digital storytelling project. In this course, the pre-shoot script is akin to what artists, depending on their particular art form, might call a creative brief, a design presentation, or a project proposal; and it will include specific elements that will be thoroughly explained in the assignment directions.

Storyboarding

In this storyboarding assignment, you will translate the material developed in previous treatment and script assignments into a visual plan for your video. You will use storyboards to map out sequences of shots with camera angles, sensory imagery, visual composition, and other elements helping you visualize how your script will come to life on screen while experimenting with structure, mood, and meaning. Further guidelines and criteria will be provided in the assignment directions.

Final Shooting Script

Based on feedback from professors and specific criteria detailed in the assignment directions, you will revise, polish, and finalize your script for shooting/recording. This new version of your script will now reflect deeper thinking, tighter structure, and clearer performative intent. Your final shooting script will be formatted as a screenplay, aligned with specifications to be provided by professors, and it will be a roadmap for creating your final digital story.

Rough Cut Video

In the rough cut assignment, you will submit an early edited version of your digital video that assembles narrative, visuals, and sound elements into a coherent draft. This version should reflect the core story arc and creative intent, even if transitions, timings, and polish are still in progress, and will serve as a basis for peer and instructor feedback before final editing. Further guidelines and criteria will be provided in the assignment directions.

Final Cut Video

In the final cut assignment, you will submit a polished, fully edited version of your digital story video that integrates narrative, visuals, sound, and pacing with clarity and intention. This version should demonstrate thoughtful revisions based on earlier feedback and be ready for presentation at the community event. Further guidelines and criteria will be provided in the assignment directions.

Final Written Reflection

In this final 2 - 5-page written reflection assignment, you will articulate key insights gained throughout the Stories for Sustainability course, reflecting on your creative process, personal growth, and evolving understanding of sustainability. This reflective piece should draw connections between course themes, collaborative experiences, and the impact of storytelling and technology as tools for change. Further guidelines and criteria will be provided in the assignment directions.

Grading Policy

We will make every effort to have each assignment graded and posted within two weeks of the due date.

Course Grading Policy

Assignment	Points
Attendance	100
Participation	100
Worksheet	20
1st Draft Treatment	50

Assignment	Points
Final Draft Treatment	100
Pre-Shoot Script	50
Storyboarding	50
Final Shooting Script	100
Rough Cut Video	50
Final Cut Video	100
Final Written Reflection	50
Total	**770**

Grading Scale

Percentage	Grade	Grade Points
100% to 94%	A	4.00
< 94% to 90%	A-	3.67
< 90% to 87%	B+	3.33
< 87% to 84%	B	3.00
< 84% to 80%	B-	2.67
< 80% to 77%	C+	2.33
< 77% to 74%	C	2.00
< 74% to 70%	C-	1.67
< 70% to 67%	D+	1.33
< 67% to 64%	D	1.00
< 64% to 61%	D-	0.67
< 61% to 0%	E	0.00

See the current UF grading policies for more information.

Content Awareness

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 are examining 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 arts and 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 is necessarily challenging and uncomfortable at times. Our goal is to establish a learning environment that is both a safe space (physically, emotionally, mentally) AND a courageous space where we can experience new ideas, take healthy 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.

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 professors. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Tips for Success

Here are some tips that will help you get the most out of this course while taking full advantage of the materials and resources:

- Schedule "homework times" for yourself. It is super important to do the coursework on time each week as late assignments are not accepted..
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Summary located in the Course Syllabus and check things off as you go.
- Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen, so we expect you to plan for set-backs and problems. If your computer goes down when you are trying to submit an assignment, you'll need to have proactively included in your plan the additional time to troubleshoot such a problem and submit your assignment on time.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Getting Help

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- http://helpdesk.ufl.edu
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit U Matter We Care to refer or report a concern, and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the UF Counseling & Wellness Center website or call 352-392-1575 for information on crisis services and 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 UF Student Health Care Center website.
- **University Police Department:** Visit the UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Shands Emergency Room/Trauma Center website.

Academic and Student Support

- **Career Connections Center:** For career assistance and counseling services, visit the UF Career Connections Center website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the UF George A. Smathers Libraries Ask-A-Librarian website.
- **Teaching Center:** For general study skills and tutoring, visit the UF Teaching Center website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the University Writing Program Writing Studio website or call 352-846-1138.

Netiquette and Communication Courtesy

It is important to recognize that online interaction is in fact an exchange between human beings, and certain behaviors are expected when you communicate with both your peers and your professors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online:

- Treat the instructor with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, guest lecturer, or classmates:

- Use a descriptive subject line.
- Be brief.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."

- Be sure that the original author of a message intended for the information to be passed along before you click the "Forward" button.

Zoom

When attending a Zoom meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor or classmate can see you! Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your professor or classmates to see.
  - When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Mute your microphone if you will not be speaking for a substantial amount of time.

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct

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 honesty 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 [Student Honor Code and Student Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible 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 TAs in this class.

Plagiarism

The [Student Honor Code and Student Conduct Code](#) states that:

"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:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- 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.
- Submitting materials from any source without proper attribution.
- 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."

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.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the GatorEvals [Providing Constructive Feedback](#) FAQ page. 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 the [GatorEvals](#) website. Summaries of course evaluation results are available to students at the [GatorEvals Public Results](#) page. More information about UF's course evaluation system can be found at the [GatorEvals Faculty Evaluations](#) website.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
    - [Adobe Privacy Policy](#)
    - [Adobe Accessibility](#)

- Articulate
    - [Articulate Privacy Policy](#)
    - [Articulate Accessibility](#)

- Instructure (Canvas)
    - [Instructure Privacy Policy](#)
    - [Instructure Accessibility](#)
- Microsoft
    - [Microsoft Privacy Policy](#)
    - [Microsoft Accessibility](#)
- Perusall
    - [Perusall Privacy Policy](#)
    - [Perusall Accessibility](#)
- PlayPosit
    - [PlayPosit Privacy Policy](#)
    - [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
    - [Sonic Foundry Privacy Policy](#)
    - [Sonic Foundry Accessibility](#) (PDF)
- Vimeo
    - [Vimeo Privacy Policy](#)
    - [Vimeo Accessibility](#)
- VoiceThread
    - [VoiceThread Privacy Policy](#)
    - [VoiceThread Accessibility](#)
- YouTube (Google)
    - [YouTube (Google) Privacy Policy](#)
    - [YouTube (Google) Accessibility](#)

- Zoom
    - [Zoom Privacy Policy](#)
    - [Zoom Accessibility](#)