Script Analysis

TPP 3650| Fall 2025
University of Florida

General Information

Course Logistics

- Mondays, Wednesdays, Fridays: Period 3 (9:35 - 10:25 AM)
- 📍 **ROG0110** - Frazier Rogers Hall, Room 0110
- Canvas Website: h**ttps://elearning.ufl.edu/**

Professor

- Dr. B. Manuel Simons, Ph.D. (they/them)
  Please feel free to call me Dr. Simons.
- Office Hours: Wednesdays 3:00 - 5:00 pm (Drop-In) and **other times by appointment**.
- 📍**CON 223** - Constans Theatre Building, Room 223 (2nd Floor)
- Email: **bmanuel.simons@ufl.edu** | Phone: 352-273-0505

Response & Availability

❖ My drop-in office hours are Wednesdays 3:00 - 5:00 pm in **Constans Theatre Bldg**, Rm. 223 (2nd Fl.)

❖ To meet on a different day or time, click the link to **set up an appointment**.

- ➢ I respond to emailed questions within 24 hours on school days.
- ➢ I respond to phone voicemails within 8 hours on school days.
- ➢ I do <u>not</u> respond to emails or voicemails on Saturdays, Sundays, or holidays observed by UF.
- ➢ I provide feedback and grade assignments within 7 school days after the due date.

Course Description

You are a theatre-maker! Whether actor, director, designer, technician, stage manager, or crew member, you help to create a live theatre production intended to communicate concepts, thoughts, and emotions to an audience. A play script provides you with a crucial starting point—a seed for the creation of a fully realized production. Without the ideas, themes, and language typically provided in the form of a script, there is no foundation from which to develop a production. The script is a vital source of information that inspires the creative choices of everyone working on a production and greatly impacts what an audience ultimately sees and hears on stage. In fact, the script is so important that theatre artists often insist that their primary responsibility is to *honor the playwright's intentions*. But how can we honor the playwright's intentions if we cannot discern them? To identify the playwright's intentions, we learn everything we can about all the material the playwright has given us in the script. The purpose of script analysis is to develop our unique understandings of the ideas in the script and to comprehend how the play's construction functions to convey those ideas. As theatre professionals, we can apply what we learn from script analysis to our creative work and determine how best to realize the playwright's intentions clearly, powerfully, and dramatically on stage.

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Course Goal & Learning Outcomes

The overall goal of this course is to provide you with the analytical skills needed to realize a script on stage.

The learning outcomes of this course represent the knowledge, skills, and abilities you will develop by the end of the semester. Upon successful completion of this course, you will be able to demonstrate:

1. An understanding of a variety of lenses of analysis used to draw meaning from a dramatic text.
2. Facility in applying analysis to production elements in order to establish concepts and reinforce meaning within the text.
3. Familiarity with a variety of texts, including those from playwrights who give voice to stories that are marginalized, overlooked, or appropriated.
4. The ability to think, read, and write critically in order to build a sound argument for production and creative choices.
5. The ability to apply script analysis to a collaborative creative process.

You will accomplish the above goals and outcomes via thorough and thoughtful engagement and participation in this course, which includes all of the following components:

Attendance

Attendance and punctuality are mandatory and count from day one of this course. This professor takes absence and lateness extremely seriously.

Absence Count	Course Grade Penalty
1	No Penalty (except on 11/21 and your group presentation due date)
2	No Penalty (except on 11/21 and your group presentation due date)
3	- 5 points / Half a Letter Grade Deduction
4	- 10 points / Full Letter Grade Deduction
5	- 15 points / Full Letter Plus Half a Letter Grade Deduction
6	- 20 points / Two Full Letter Grades Deduction
7	- 30 points / Three Full Letter Grades Deduction
8	**AUTOMATIC COURSE FAILURE**

If you provide official documentation such as a verification of visit to the Student Health Care Center (SHCC), doctor's note, police report, letter from employer, or other document for an absence, then the penalty for that absence will be waived, up to a maximum of 30 points. However, it is crucial to note:

8 absences result in automatic failure of this course–even if documentation was provided for previous absences.

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- Three latenesses or early departures will be excused. Each additional lateness or early departure results in 3 points deducted from the course grade.

- Lateness or early departure of more than 10 minutes constitutes a full absence.

If you must miss a class meeting for any reason, please notify the professor 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.

Absence for religious observance is excused without documentation and receives no penalty. Students are expected to inform the professor within the first two weeks of the course about all dates they will be absent for planned religious observances.

Absence for ANY reason other than religious observance requires valid written documentation to be excused within the above parameters. If you are sick, see a healthcare or wellness provider and get a note. Otherwise, absence for any kind of sickness will **not** be excused, in line with above parameters.

Please Note: Class will be held on November 21, which is the Friday before Thanksgiving Break. Students are hereby advised to schedule travel **after** this date as UF policy does not excuse absence for holiday travel. A 'No Penalty' absence will **not** apply for 11/21 and group presentation due dates.

All requirements for class attendance, punctuality, and due dates are consistent with UF policies listed at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Readings & Materials

- **Required Reading**: There are no textbooks assigned for this course. Instead, play readings, book chapters, and articles are assigned throughout the course and available via links on the course syllabus. Important: Students are expected to bring to every class a paper or electronic copy of the reading for the current week.

Both of these materials are highly recommended but not required:
- Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, 9th Ed. Bedford/St. Martin's, 2020. $19.99 Kindle/$34.37 Spiral Bound. Available on Amazon.
- Purdue University OWL **(Free online MLA style resource for citation of sources)** https://owl.purdue.edu/owl/research_and_citation/resources.html

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Coursework & Assignments

Successful completion of all coursework and assignments will help students to accomplish the above learning outcomes 1 - 5. Each of the following items is designed to address all 5 learning outcomes of this course.

I.   Read & Respond

Students will read an *average* of 30 pages (primarily play scripts) each week of the course and create a total of 10 responses to the readings across the course. These responses will:

1.   Help students think critically about and process the meanings of assigned readings.
2.   Prepare students for thoughtful participation in class discussions about the readings.
3.   Enable students to demonstrate how well they understand the readings, which informs the professor about aspects of the material that may be unclear to the class, so that the instructor can address those aspects in a subsequent lesson.
4.   Provide opportunities for students to respond to the readings/viewings not only with their minds, but also with their hearts—making personal, intuitive, or creative connections to the material.

Students will respond to a question or prompt provided by the professor about the week's readings. The format of students' responses will vary according to the directions provided by the professor in Canvas. Sometimes, the assignment will call for a response to be written in two or three paragraphs totaling 250 – 300 words. Other times, the assignment will call for a response to be prepared in a creative or media format (e.g., not only text, but also image, photo, audio, or video).

II.   Group Presentation

Students will work in small groups to prepare a 10 - 12-minute presentation based on one of the plays we read in the course. As a group, students will present a brief excerpt of the play and then facilitate a classroom discussion about their work. An informative handout devised by the group will accompany the presentation and be distributed to the entire class. The format options and guidelines for these presentations will be discussed further in class and made available on Canvas along with grading rubrics. After the presentation, each student will submit a written self-assessment detailing their specific contributions to the project. The professor will provide students with guiding questions to be answered in their self-assessments. This project will not be considered complete until the professor receives the post-presentation self-assessment. The professor will afford class time for groups to work together on the preparation of their presentations. However, groups will also need to do some work together outside of class to properly prepare their presentations.

III.   Script Analysis

As a culminating project, students will individually develop a comprehensive script analysis of one of the following plays: *She Kills Monsters*, *The Elaborate Entrance of Chad Deity*, or *Jaja's African Hair Braiding*. Over the course of the semester, students will turn in 5 draft sections (average of 400 words per section) plus a final version of their script analysis. Students will receive feedback on each section and use that feedback to revise their work throughout the semester. This project will include citation of sources using **MLA format with both in-text citations and a works cited page**. Further directions and rubrics will be provided in Canvas and discussed in class.

IV.   Contributions to the Classroom Community

1. ENGAGEMENT: Your robust and consistent in-put during class discussions and learning activities, including full-class discussions, small group work, in-class writing, and other classroom activities.

2. LISTENING: Your focused attention on the lesson and on your professor and peers as they instruct, present, or contribute to class discussions and learning activities.

3. COMMUNICATION: Your open, proactive, cooperative, and respectful communication with your professor and classmates at all times.

Rubric for Contributions to the Classroom Community

	EXEMPLARY 90% - 100% 45 - 50 points	PROFICIENT 80% - 90% 40 - 45 points	DEVELOPING 70% - 80% 35 - 40 points	UNSATISFACTORY < 70% < 35 points
1. ENGAGEMENT	Student initiates thoughtful contributions (questions, responses, observations, etc.) more than once in each class meeting.	Student initiates a thoughtful contribution (question, response, observation, etc.) once in each class meeting.	Student initiates a thoughtful contribution (question, response, observation, etc.) once in at least half of the class meetings.	Student does not initiate a thoughtful contribution (question, response, observation, etc.) in at least half of the class meetings and needs the instructor to solicit input.
2. LISTENING	Student always listens to and makes collegial eye contact with the professor and classmates whenever they are speaking or presenting. Student's remarks always respond to, relate to, or productively build upon professor's or peers' comments or questions; this includes sometimes reminding the class of pertinent comments made by someone earlier in the discussion. Student never multitasks on an electronic device; they are attentive at all times in every class meeting.	Student nearly always (at least 93% of the time) listens to and makes collegial eye contact with the professor and classmates when they are speaking or presenting. Student's remarks almost always respond to, relate to, or productively build upon professor's or peers' comments or questions. On rare occasions, the student needs encouragement or a reminder of the topic at hand. Stll, the student never multitasks on an electronic device; and is attentive nearly always.	Student sometimes (5% - 7% of the time) does not listen to or make collegial eye contact with the professor or classmates when they are speaking or presenting. Sometimes the student's comments do not pertain to or productively build upon peers' comments or questions. Student is sometimes distracted, off-topic, off-task, or their attentiveness is inconsistent.	Student often (more than 7% of the time) does not listen to or does not make collegial eye contact with the professor or peers when they are speaking or presenting. Student's comments infrequently respond to or build upon the professor's or peers' comments or questions. Student is often distracted or inattentive.
3. COMMUNICATION	Student always shows respect for the professor and for all classmates, both in speech and manner, and student shows respect for the method of shared inquiry and discussion in our class.	Student always shows respect for the professor and for all classmates, both in speech and manner, and respect for the method of shared inquiry and discussion in our class. Student may occasionally	Student always shows respect for the professor and for all classmates, both in speech and manner, and respect for the method of shared inquiry and discussion in our class. Student may	Student shows any lack of basic respect for the professor or classmates. Often dominates the discussion or disengages from the process. When contributing, student may be hostile,

| | Student does not dominate discussion. Student respectfully challenges, critiques, or analyzes ideas, and student encourages and supports others to do the same. Student always works with the professor and peers in a cooperative, mature, gracious, and supportive manner. This manner of communication pertains to classroom interactions as well as courteous email etiquette, timely email responses, and willingness to meet with the professor if asked to do so. | (but not more than 7% of the time) have difficulty accepting challenges to their own ideas or occasionally may lack diplomacy when challenging or critiquing others' ideas. Overall, however, the student works with the professor and peers in a cooperative, mature, gracious, and supportive manner. This manner of communication includes classroom interactions as well as courteous email etiquette, timely email responses, and willingness to meet with the professor if asked to do so. | need an occasional reminder to cooperate, to put their best foot forward, or to work with the professor or peers in a more mature, gracious, or supportive manner. Communication includes classroom interactions as well as respectful email etiquette, timeliness of email responses, and willingness to meet with the professor if asked to do so. | argumentative with, or dismissive of their professor or peers; or the student may resort to ad hominem attacks. Communication includes classroom interactions and email etiquette, timeliness of email responses, and level of responsiveness to meeting with the professor if asked to do so. |

Directions and prompts for assignments are posted in Canvas well in advance of due dates.
Each assignment has directions that are specific to it, so be sure to carefully read the directions for each one.

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Assignment Points & Proportions

Assignment	Total Points	Percentage of Grade
Read & Respond	250	25%
Group Presentation	250	25%
Script Analysis	350	35%
Contributions to the Classroom Community	150	15%
TOTAL	1000	100%

Grading Scale

Grade	Percent	Score	GPA
A	94 – 100	940 – 1000	4.00
A-	90 – 93	900 – 939	3.67
B+	87 – 89	870 – 899	3.33
B	84 – 86	840 – 869	3.00
B-	80 – 83	800 – 839	2.67
C+	77 – 79	770 – 799	2.33
C	74 – 76	740 – 769	2.00
C-	70 – 73	700 – 739	1.67
D+	67 – 69	667 – 699	1.33
D	64 – 66	640 – 666	1.00
D-	60 – 63	600 – 639	0.67
E, I, NG, S-U, WF	0 – 59	0 – 599	0.00

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

IMPORTANT:
Script Analysis is a core course for all Theatre majors; thus, a course grade below C requires course repeat.

Formatting Written Assignments

Written assignments are turned in as MS Word (.doc) or Rich Text Format (.rtf) documents to the course site on Canvas. PDFs are **not** accepted. Papers are formatted in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Include a **word-count** at the top of the first page. Include your name, course number, date submitted, word-count, and a captivating **title** for all assignments. In addition to turning in assignments on Canvas, students will sometimes be asked to bring to class a print-out of the assignment on paper.

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.

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Course Schedule

Important:

All assignments, including readings, are due by or before the start of class on the date listed.
Students are expected to complete assigned readings and prepare for class discussions by due dates.

➤ Reading assignments with links appear in underlined blue.

➤ Assignments to turn in on Canvas appear next to the uppercase word **DUE** **in yellow-highlighted, bold.**

Week	Class Date	Topic & Inquiry Question	Assignments
1	F 8/22	Introduction: What is this course about?	
2	M 8/25	Community: Who are we? Guidance on directions for Read & Respond #1	
	W 8/27	Purpose & Context: Why does script analysis matter? And where does it come from?	
	F 8/29	Initiation: Where does a script analysis begin? Guidance on directions for Read & Respond #2	**DUE:** Read & Respond #1: SHE KILLS MONSTERS by Qui Nguyen Content Warning: Death, Violence, Profanity & Strong Language, Sex, Bullying, Violence Against Women, Violence Against LGBTQ+ Community, Homophobia, PTSD.
3	M 9/1	**NO CLASS: U.S. Holiday**	
	W 9/3	Approach: How do you look at a play?	**DUE:** Read & Respond #2: BACKWARDS AND FORWARDS, Pt 1, by David Ball (Read from page vii through page 36.) Content Warning: Death, Violence, Mental Illness, Insanity.
	F 9/5	Definition: Approach: How do you look at a play? (Part 2) Guidance on directions for Read & Respond #3	
4	M 9/8	UNIT #1: WORLD OF THE PLAY What defines script analysis? How do genre & style interact with the world of the play?	
	W 9/10	How do you discover the world of the play? (Part 1) Guidance on directions for Read & Respond #4	**DUE:** Read & Respond #3 *(Double Credit!)* BRING VISUAL MAP (hard copy) to class and be prepared to share & discuss it. You also have already turned it in on Canvas. EF'S VISIT TO A SMALL PLANET by Elinor Fuchs PILGRIMS OF THE NIGHT by Len Jenkin

			Content Warning: Profanity & Strong Language; Disability Abuse; Ableism; Prison, Medical, & Mental Facility Abuse; References to Substance Abuse, Death, Suicide, Sex, Sexual Assault & Abuse, Slave Labor, Colonization.
	F	9/12	How do you discover the world of the play? (Part 2)	**BRING VISUAL MAP** (hard copy) to class and be prepared to share & discuss it. You also have already turned it in on Canvas.
5	M	9/15	How does the script define and construct the world of the play?	
	W	9/17	How do you translate your world of the play analysis from page to stage? Part 1	
	F	9/19	How do you translate your world of the play analysis from page to stage? Part 2	**DUE:** Read & Respond #4: GLORIA by Branden Jacobs-Jenkins Content Warning: Death, Violence, Mass Gun Violence, Profanity & Strong Language, Suicide.
6	M	9/22	UNIT #2: PLOT How do you discover the plot of the play?	
	W	9/24	How does the script define and construct the plot?	
	F	9/26	How does the plot shape meaning?	
7	M	9/29	How do you translate your plot analysis from page to stage?	**DUE:** Read & Respond #5 *(Double Credit!)*: THE ELABORATE ENTRANCE OF CHAD DEITY by Kristoffer Diaz Content Warning: Violence, Hate Speech (Race, Religion), Strong Language, Slurs, Islamophobia, Racism, Sexism, Xenophobia, Colonialism.
	W	10/1	UNIT #3: LANGUAGE How do you investigate the play's language?	
	F	10/3	How do you identify the language of the play?	
8	M	10/6	How does the play's language conjure leaks, critiques, & ghosts? (Part 1) Guidance on Script Analysis: Sections 1, 2, and 3 Guidance on directions for Read & Respond #6	
	W	10/8	How does the play's language conjure leaks, critiques, & ghosts? (Part 2) (This topic moved to 10/11 due to UF closure)	UF Closed Due to Severe Weather

	F	10/10	How does the play's language conjure leaks, critiques, & ghosts? (Part 2)	**DUE:** Read & Respond #6: 1. JAJA'S AFRICAN HAIR BRAIDING by Jocelyn Bioh 2. JOCELYN BIOH: SPECIFIC AND UNIVERSAL by Lynn Nottage in AMERICAN THEATRE magazine Content Warning: Profanity; Strong Language; Sexual References; Discussions of Racism, Divorce, Partner Abuse & Domestic Violence, Deportation.
9	M	10/13	How do you translate your language analysis from page to stage?	
	W	10/15	UNIT #4: CHARACTER How do you analyze the play's characters?	**DUE:** Script Analysis: Sections 1, 2, & 3 (Introduction, World of the Play, & Plot)
	F	10/17	**NO CLASS: UF Homecoming**	
10	M	10/20	How are the play's CHARACTERS constructed?	
	W	10/22	How do you translate your analysis of the play's characters from page to stage?	
	F	10/24	UNIT #5: THEME (IDEA) What is the idea of the play & how do you analyze it? Guidance on directions for Read & Respond #7	
11	M	10/27	How do you analyze theme in *Eurydice? Pt. 1* Guidance on Script Analysis: Sections 4, 5, 6, 7	
	W	10/29	How do you analyze theme in *Eurydice? Pt. 2*	**DUE:** Top 5 Choices of Plays for Group Project **DUE:** Read & Respond #7: EURYDICE by Sarah Ruhl Content Warning: Death, Sexual Assault, Suicide.
	F	10/31	How do you revise your Script Analysis for your 2nd Draft?	
12	M	11/3	UNIT #6: APPLYING SCRIPT ANALYSIS How do you translate your idea analysis from page to stage? Group Production Project: Intro & Directions + Work Session: Group Project	
	W	11/5	Work Session: Group Project	
	F	11/7	Work Session: Group Project	**DUE:** Script Analysis: Revise Sections 1, 2, 3 (Intro, World of Play, Plot) And Add New Sections 4, 5, 6, 7 (Language, Character, Idea, Conclusion)
13	M	11/10	Work Session: Group Project	

	W 11/12	Work Session: Group Project	
	F 11/14	Work Session: Group Project	
14	M 11/17	Group Presentations How do the combined components of your script analysis serve the production?	**DUE:** Group Presentations: Part 1
	W 11/19	Group Presentations	**DUE:** Group Presentations: Part 2
	F 11/21	Group Presentations Guidance on Group Presentation Reflection **NOTE: Class will be held on this date. See info in 'Please Note' in the Attendance section above.**	**DUE:** Group Presentations: Part 3
15	M 11/24	**NO CLASS: Fall Break**	
	W 11/26	**NO CLASS: Fall Break**	
	F 11/28	**NO CLASS: Fall Break**	
16	M 12/1	UNIT #7: REFLECTION What have you discovered about script analysis? Guidance on Completed Script Analysis	**DUE:** Group Presentation Reflection
	W 12/3	How might script analysis impact your life, study, and career at present and beyond UF? **(Last Meet)**	**BRING DIGITAL DEVICE TO COMPLETE GATOREVAL**
	F 12/5	**NO CLASS: UF Reading Day**	
FINALS	M 12/8	**NO CLASS - Turn in on Canvas**	**DUE:** Complete and Final Script Analysis
	W 12/10	**NO CLASS** *Happy Holidays!*	

Additional Course Policies

Due Dates

All assignments are due prior to the start of class on the date listed on the course schedule.

● The penalty for late assignments is 5 points deducted for each day the assignment is late.

● Submission of a late assignment without penalty requires valid documentation (e.g., note from health or wellness professional, attorney, or other relevant professional). Late assignments will not be excused without valid written documentation.

● An assignment missed due to an officially documented excused absence will be due no later than 7 days after the student's return to school; otherwise, the above penalty for lateness will apply.

- An assignment missed due to unexcused absence cannot be made up.

Class Demeanor & Conduct

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

Students may consume only small, hand-held snacks with a wrapper (e.g., protein bar, apple slices in a baggie, a packet of almonds) and only beverages with a very secure lid are allowable. Properly dispose of trash. **Do not ever leave trash in this classroom**; doing so will result in termination of food/beverage privileges for everyone in the class.

An open line of communication between us is of the utmost importance. Always feel free to reach out and communicate with me; my job is to guide and support you in learning and I do it happily. 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 be happy to help and support you.**

Please see the section below 'Welcome & Expectations: How We Thrive in This Classroom' for more specific information regarding classroom demeanor and conduct.

Canvas & Email

All students in this course are required to use Canvas, UF's official learning management system. Students access Canvas frequently for updates to the course schedule, to access assignment information and reading 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. To resolve technical issues with email or Canvas visit the UF Computing Help Desk website or email helpdesk@ufl.edu or call 352-392-HELP (4357).

Content Alert

In this course, we examine 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 examine particular content, you may do so without penalty, but please remember 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 can be challenging and uncomfortable at times. Our goal is to establish a learning environment that is a safe space 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.

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.

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.

PLEASE NOTE: An accommodation letter does **not** automatically excuse students from an unlimited number of absences or latenesses. Students are expected to arrange a meeting with their professor within the first week of classes to develop mutually agreeable accommodation parameters regarding absences and/or latenesses and determine how the student will meet course learning objectives within the accommodation parameters.

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 person or Entity **[including ChatGPT and any other source of artificial intelligence]**.

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 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/

Students' ongoing enrollment is confirmation that they understand and agree to comply with the requirements and policies of the course as described in this syllabus.

The professor reserves the right to alter the syllabus and/or course schedule as deemed necessary. Students will be notified in writing of any significant changes to the syllabus and/or schedule.

TPP 3650 syllabus/schedule is subject to change at the discretion of the professor.
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Welcome & Expectations: How We Thrive in This Classroom

Our classroom is a place for curiosity, collaboration, and creativity. These guidelines help us start on time, stay engaged, and make the most of our shared learning.

⏰ Arriving and Beginning Class

- Arrive a few minutes early, prepared for a prompt start, notebook open, pen at the ready.
- At the official UF start time of our class period, direct your full attention to the instructor.
- Bring all materials needed for class: notebook, pen, reading, etc.

💬 Engagement During Class

- Participate with respect, curiosity, and an open mind.
- Listen actively to all speakers so every voice is valued.
- Keep contributions on topic and remain engaged through the last minute of class; students wait to gather belongings until class is over.

🚫 Technology Guidelines

- Keep phones silenced and out of sight.
- Keep laptops and tablets closed and out of sight.
- Use technology only if the professor invites you to do so for a specific learning task and keep it dedicated solely to our course work.

🤝 Professional and Respectful Conduct

- Communicate with courtesy, maturity, and professionalism.
- Welcome differing viewpoints and respectful disagreement.
- Avoid interrupting or talking over others.
- Treat classmates, guests, and the instructor with kindness.

🌱 Shared Responsibility

- We all share responsibility to maintain focus, creativity, and respect in this classroom.
- Should disruption occur, the professor may communicate with the student privately outside the room, during office hours, or via email.
- Behaviors that disrupt learning may result in a 5-point grade deduction per occurrence.
- Repeated or serious disruption may lead to being asked to leave the classroom.
- Positive participation benefits everyone's learning.

By joining this course, you agree to these shared practices so we can learn, create, and grow together in a respectful and engaging environment.

Important Student Resources

Each item listed below contains links that connect to the resources.

ACADEMIC & CAREER

- **E-Learning Technical Support**: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at 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.

SAFETY, HEALTH, & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact 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 at 2140 Stadium Rd, Gainesville, FL 32612.
- **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 fieldandfork@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 for resources, community, and support.
- **Other Concerns and Needs**: See this comprehensive list of concerns with links to UF resources for help and support.

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