

# AURAL SKILLS 1

## MUT 1241L, 1 credit hour

-FALL 2025 Syllabus-

### Instructor

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### Graduate Teaching Assistant (TA)

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### Course Description

First of a sequence of four courses that develop skills in sight singing and ear training. Singing techniques are taught at the beginning of the course.

### Course Objectives

- To develop and reinforce skills such as dictation, sight singing, rhythmic sight reading, meter, and notational practice.
- An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. (**NASM VIII B. 2.a**)

### Required Software

Auralia<sup>7</sup> Ear Training Student Cloud Program\*

Purchase the 12-month subscription for Auralia only **for \$39** at below link:

<https://www.risingsoftware.com/shop/cloudstudent/buy?sku=AUCEC>

1. School Code: **UFL**
2. School PIN: **HQ9P**

### Required Textbooks

*A New Approach to Sight Singing*\* (Berkowitz, Kraft, Fontrier), Seventh Edition, ISBN#: 978-1324071563

\*(will use in Spring 2026 Aural Skills 2 course)

### Recommended Materials

Staff paper/pencil (visit this site for free printout: <https://www.blanksheetmusic.net/> )

### Course Fee

None

Weeks	COURSE OUTLINE**
1 August 21 <sup>st</sup>	<p><b>In-class:</b> Review Syllabus and Introduce Moveable Do Solfege and Kodály Hand Signs (major scale)</p> <p><b>Assignment(s):</b> No assignments due this week; make sure to purchase textbook and subscription to Auralia</p>
2 August 25 <sup>th</sup> – August 28 <sup>th</sup>	<p><b>In-class:</b> Review Syllabus and Introduce Moveable Do Solfege Introduction and Kodály Hand Signs (major scale) (Monday classes); Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (m2, M2, m3, M3—ascending and descending melodic intervals), Major and minor Triad Quality Identification, Simple Error detection, Rhythmic reading (simple meters), Stepwise singing (major modes), Rhythmic dictation (simple meters/simple rhythms), Melodic dictation (simple meters, stepwise motion)</p> <p><b>Assignment(s):</b> No assignments due this week; make sure to purchase textbook and subscription to Auralia</p>
3 <b>September 1<sup>st</sup></b> – September 4 <sup>th</sup>	<p><b>NO CLASS-MONDAY, 9/1—LABOR DAY HOLIDAY</b></p> <p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (m2, M2, m3, M3—ascending and descending melodic intervals), Major and minor Triad Quality Identification, Simple Error detection, Rhythmic reading (simple meters), Stepwise singing (major modes), Rhythmic dictation (simple meters/simple rhythms), Melodic dictation (simple meters, stepwise motion)</p> <p><b>Assignment(s):</b> Weekly Assignments 1 due by 11:59pm on Sunday, September 7<sup>th</sup></p>
4 September 8 <sup>th</sup> – September 11 <sup>th</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (new intervals Perfect intervals—ascending and descending melodic intervals; review of M/m 2nds and 3rds), Major, minor, and diminished Triad Quality Identification, Simple Error detection, Rhythmic reading (simple meters), Stepwise singing (major mode), Rhythmic dictation (simple meters/simple rhythms), Melodic dictation (simple meters, some leaps)</p> <p><b>Assignment(s):</b> Weekly Assignments 2 due by 11:59pm on Sunday, September 14<sup>th</sup></p>
5 September 15 <sup>th</sup> – September 19 <sup>th</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (2nds and 3rds with Perfect intervals—ascending and descending melodic intervals), Major, minor, and diminished Triad Quality Identification, Simple Error detection, Rhythmic reading (simple meters), Stepwise singing (major mode), Rhythmic dictation (simple meters/simple rhythms), Melodic dictation (simple meters, some leaps)</p> <p><b>Assignment(s):</b> Weekly Assignments 3 due by 11:59pm on Sunday, September 21<sup>st</sup>; Prepared Singing Examples for Singing Test 1 Posted to Canvas on Monday 9/15</p>
6 September 22 <sup>nd</sup> – September 25 <sup>th</sup>	<p><b>Singing and Rhythmic Sight-Reading Test 1 Week</b></p> <p><b>Singing and Rhythmic Test 1:</b></p> <ul style="list-style-type: none"> <li>● Singing Portion: <ul style="list-style-type: none"> <li>○ A major scale (moveable do solfege) ascending and descending with Kodály Hand Signs</li> <li>○ A prepared simple melody in the major mode</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Rhythm Portion: Verbally executing rhythms in a simple meter at sight</li> </ul> <p><b>NO ASSIGNMENTS DUE THIS WEEK</b></p>
7 September 29 <sup>th</sup> – October 2 <sup>nd</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (new intervals: m6 and M6—ascending and descending melodic intervals), Major and minor Chord Quality Identification, Major, minor, diminished and augmented triad identification, Chord Position Identification (Major Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound meters), Stepwise singing in the minor mode (Introduction to minor scales) as well as simple melodies in the major mode with leaps of a 3rd, Minor scale forms identification, Rhythmic dictation (compound meters), Melodic dictation (major mode, more leaps)</p> <p><b>Assignment(s):</b> <b>Weekly Assignments 4 due by 11:59pm on Sunday, October 5<sup>th</sup></b></p>
8 October 6 <sup>th</sup> – October 9 <sup>th</sup>	<p><b>In class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (new interval: TT; m6 and M6 continued—ascending and descending melodic intervals), Major and minor Chord Quality Identification, Major, minor, diminished and augmented triad identification, Chord Position Identification (Minor, Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound meters), Stepwise singing in the minor mode as well as simple melodies in the major mode with leaps of a 3rd, Minor scale forms identification, Rhythmic dictation (compound meters), Melodic dictation (major mode, more leaps)</p> <p><b>Assignment(s):</b> <b>Weekly Assignments 5 due by 11:59pm on Sunday, October 12<sup>th</sup></b></p>
9 October 13 <sup>th</sup> – October 16 <sup>th</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (TT, m6 and M6 continued—ascending and descending melodic intervals), Major and minor Chord Quality Identification, Major, minor, diminished and augmented triad identification, Chord Position Identification (Minor, Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound meters), Stepwise singing in the minor mode as well as simple melodies in the major mode with leaps of a 3rd, Minor scale forms identification, Rhythmic dictation (compound meters), Melodic dictation (major mode, more leaps)</p> <p><b>Assignment(s):</b> <b>Weekly Assignments 6 due by 11:59pm on Sunday, October 19<sup>th</sup>; Prepared Singing Examples for Singing Test 2 Posted to Canvas</b></p>
10 October 20 <sup>th</sup> – October 23 <sup>rd</sup>	<p><b>Singing and Rhythmic Sight-Reading Test 2 Week</b></p> <p><b>Singing and Rhythmic Test 2:</b></p> <ul style="list-style-type: none"> <li>Singing Portion: <ul style="list-style-type: none"> <li>Sing the three forms of the scale (moveable do based minor solfege) using Kodály hand signs [note: Natural and Harmonic ascending ONLY, Melodic both ascending and descending]</li> <li>A prepared simple melody in the minor mode</li> </ul> </li> <li>Rhythm Portion: Verbally executing rhythms in a compound meter at sight</li> </ul> <p><b>NO ASSIGNMENTS DUE THIS WEEK</b></p>

11 October 27 <sup>th</sup> – October 30 <sup>th</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (m7 and M7—ascending and descending melodic intervals), Major and minor Open Chord Quality Identification, Major, minor, diminished and augmented triad identification, Chord Position Identification (Major and minor, Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound meters), Stepwise singing in the minor mode as well as simple melodies in the major mode with more leaps, Rhythmic dictation (compound and simple meters), Melodic dictation (minor mode, stepwise; major mode, more leaps)</p> <p><b>Assignment(s):</b> <b>Weekly Assignments 7 due by 11:59pm on Sunday, November 2<sup>nd</sup></b></p>
12 November 3 <sup>rd</sup> – November 6 <sup>th</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (m7 and M7 continued—ascending and descending melodic intervals), Major, minor, and diminished Chord Quality Identification, Major, minor, diminished and augmented triad identification, Chord Position Identification (Major and minor, Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound meters), Stepwise singing in the minor mode as well as simple melodies in the major mode with more leaps, Rhythmic dictation (compound and simple meters), Melodic dictation (minor mode, stepwise; major mode, more leaps), Introduction to Tonic and Dominant Chords (Harmonic Progressions), Mini-Harmonic Dictations (Tonic and Dominant Chords)</p> <p><b>Assignment(s):</b> <b>Weekly Assignments 8 due by 11:59pm on Sunday, November 9<sup>th</sup></b></p>
13 November 10 <sup>th</sup> – November 13 <sup>th</sup>	<p><b>No class on Tuesday, 11/11 (Veteran's Day)</b></p> <p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Harmonic and Melodic Interval Identification (all simple intervals—review), Major, minor, and Diminished Chord Quality Identification, Chord Position Identification (Major and minor, Root, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion), Error detection, Rhythmic reading (compound and simple meters), Stepwise singing in the minor mode as well as simple melodies in the major mode with more leaps, Minor scale forms identification, Rhythmic dictation (compound and simple meters), Melodic dictation (minor mode, stepwise; major mode, more leaps); Introduction to Tonic and Dominant Chords (Harmonic Progressions), Mini-Harmonic Dictations (Tonic and Dominant Chords)</p> <p><b>Assignment(s):</b> <b>Assignment(s): Weekly Assignments 9 due by 11:59pm on Sunday, November 16<sup>th</sup></b></p>
14 November 17 <sup>th</sup> – November 20 <sup>th</sup>	<p><b>Singing and Rhythmic Sight-Reading Test 3 Week</b></p> <p><b>Singing and Rhythmic Test 3:</b></p> <ul style="list-style-type: none"> <li>• Singing Portion: Simple stepwise melody in the major or minor mode <b>at sight</b></li> <li>• Rhythm Portion: Verbally executing rhythms in cut time at sight</li> </ul> <p><b>NO ASSIGNMENTS DUE THIS WEEK</b></p>
15 November 24 <sup>th</sup> – November 28 <sup>th</sup>	<p><b>Thanksgiving Break—No Classes</b></p>
16 December 1 <sup>st</sup> – December 3 <sup>rd</sup>	<p><b>In-class:</b> Ear Training Drills/Singing and Rhythm Practice</p> <p><b>Topics/Skills:</b> Tonic and Dominant Chords (Harmonic Progressions), Mini-Harmonic Dictations (Tonic and Dominant Chords), Singing practice</p> <p><b>No class held on Wednesday, 12/3 (use this time to complete assignments)</b></p>

**\*\*Note, course schedule and assignment deadlines subject to change.**

**\*\* Topics/Skills could be adjusted depending on pacing of course and overall ability of students in class\*\***

## Course Components for Evaluation

- **Weekly Singing Assignments (10 TOTAL)**

Singing assignment examples and the assignment instructions will be posted to CANVAS in a corresponding assignment module at the beginning of each week they are due. Students can upload their audio files to or record directly in the assignment portal. Students **are required to use the moveable do system (including do-based minor) and a metronome** for all assigned examples. A more detailed grading rubric will accompany each singing assignment. **Video files will not be accepted and will result in an assigned zero!**

- **Weekly Rhythm Assignments (10 TOTAL)**

Rhythm assignment examples and the assignment instructions will be posted to CANVAS in a corresponding assignment module at the beginning of each week they are due. Students can upload their audio files to or record directly in the assignment portal. Students **are required to use a metronome** at the assigned tempo during recording and execute the rhythm by counting or other verbal method as assigned by the instructor for all assigned examples. A more detailed grading rubric will accompany each rhythm assignment. **Video files will not be accepted and will result in an assigned zero!**

- **Weekly Auralia Assignments (10 TOTAL)**

Students will complete ear training assignments in the Auralia ear training cloud-based program. On the Monday of each week an assignment is due, the instructor will post assignment instructions to Canvas. To be prepared for these assignments, students are highly encouraged to review practice material set up in the Auralia program, review any supplementary instructional resources posted to Canvas as well as participate in class.

- **Singing and Rhythmic Sight-Reading Tests (3 TOTAL)**

During testing weeks (*see course outline*), students will take a singing and rhythmic sight-reading test during class time (a specific class day and appointment time will be assigned the week before the test and posted to CANVAS). These tests will assess students' ability to sing melodies and verbally execute rhythms. Students are required to use moveable do (do based minor included) solfege on the singing portion of the test and can transpose the key to better fit their voice, if necessary. For the rhythmic sight-reading portion of the test, students will utilize a counting system as assigned by instructor. Students will be required to conduct utilizing a basic pattern (in the meter of the example) while singing and executing rhythms. Specific guidelines and expectations, as well as prepared/practice examples, will be posted to CANVAS the week before each test.

- o Singing and Rhythmic Sight-Reading Test 1

- Singing Portion:

- Sing a major scale (moveable do solfege) ascending and descending using Kodály hand signs
- Sing a prepared simple melody in the major mode

- Rhythm Portion: Verbally executing rhythms in a simple meter at sight

- o Singing and Rhythmic Sight-Reading Test 2

- Singing Portion:

- Sing the three forms of the scale (moveable do based minor solfege) using Kodály hand signs [*note: Natural and Harmonic ascending ONLY, Melodic both ascending and descending*]

- Sing a prepared simple melody in the minor mode
  - Rhythm Portion: Verbally executing rhythms in a compound meter at sight
- o Singing and Rhythmic Sight-Reading Test 3
  - Singing Portion: Sing a simple stepwise melody in the major or minor mode at sight
  - Rhythm Portion: Verbally executing rhythms in cut time at sight

## Evaluation

Singing Assignments (10)	25%
Rhythm Assignments (10)	25%
Auralia Ear Training Assignments (10)	25%
Singing and Rhythmic Sight-Reading Tests (3)	25%
<b>Total</b>	<b>100%</b>

Grade	Percent Grade	Points
A	93.4-100	4.00
A-	90.0-93.3	3.67
B+	86.7-89.9	3.33
B	83.4-86.6	3.00
B-	80.0-83.3	2.67
C+	76.7-79.9	2.33
<b>C</b>	<b>73.4-76.6</b>	<b>2.00</b>
C-	70.0-73.3	1.67
D+	66.7-69.9	1.33
D	63.4-66.6	1.00
D-	60.0-63.3	0.67
E	0-59.9	0.00

## Grading Scale\*\*

\*\*\*You must receive at least a C or better to advance on to next course in sequence, per baccalaureate music degree requirements.

**\*\*Important grading clause: the instructor reserves the right to not round up final grades to the next letter grade.**

\*More information on grades and grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Course Policies

- **ATTENDANCE:** Students are expected to attend and participate in class for their singing, rhythm, and ear training skills to successfully progress. Students will be allotted a fixed number of unexcused absences to use at their discretion (see below).

- o For an absence to be **excused**, the student will need to email the instructor as well as the Teaching Assistant (TA) **BEFORE** class starts and provide valid documentation (for example: doctor's note, appointment confirmation, etc.) for missing class (religious holidays, school sponsored trips, or absences cleared/approved in advance by the instructor count as excused)

**o 4 UNEXCUSED absences are allotted to students to use at their discretion (that's two weeks of class!). The instructor/TA does not need to be notified for these types of absences.**

- o Each additional unexcused absence after the student acquires 4 unexcused absences will result in the following:

- **5 unexcused absences:** Final grade drops by half a letter grade
- **6 unexcused absences:** Final grade drops by an entire grade
- **7 unexcused absences:** Final grade drops by a letter grade and a half
- **8 unexcused absences:** Final grade drops by two letter grades
- **9 or more unexcused absences:** Failing grade assigned

- o Students are responsible for meeting assignment deadlines during weeks they have unexcused absences.
- o Students who have attendance accommodations through the Disability Resource Center must present the instructor with their official letter from the DRC and complete an attendance contract with the instructor at the beginning of the semester for attendance accommodations to be honored.

- If a student encounters a personal/medical difficulty that will impact their ability to attend class, it is imperative that the student reaches out to the instructor as soon as possible for a solution to be worked out.
  - **Late arrivals to class:** the student will be permitted **three (3) late arrivals** to class without penalty. On the 4<sup>th</sup> late arrival, a student will be assigned an **unexcused absence**. If a student foresees an issue with arriving to class on time or is encountering a barrier with on-time arrival, it is imperative they reach out to the instructor/TA as soon as possible to discuss a path forward.
- **SOLFEGE/COUNTING SYSTEMS:** While enrolled in this course students are expected to utilize Moveable do solfege (including do-based minor solfege) and a modified Eastman counting system. Though students may have employed a different singing and/or counting system prior to the ones utilized in Aural skills 1, in music, it is incredibly important to possess the ability and flexibility to learn different skills and systems. If students have any issues navigating and employing these solfege and counting systems, the instructor encourages students to make sure that they are practicing them outside of class on a regular basis and if needed, to take advantage of coming to office hours to get additional help with them.
- **ELECTRONIC DEVICES:** Tablets\*\*, cell phones, laptop computers\*\*, and other electronic devices are **not to be used during class instruction** as they disrupt students' attention and distract both fellow classmates and the instructor.
  - \*\*While students will be permitted to use tablets/laptop computers if they possess an electronic version of the sight singing test book, during dictation/active ear training instruction portions of the class, students will need to make arrangements to bring staff paper or a paper of their choice to utilize for ear training/dictation portions of the class.\*\*
  - If students need to use their phone, they are welcome to quietly leave the classroom and return when finished.
  - If a student is found using their phone during class during instruction (or their tablet/laptop during ear training/dictation/active instruction in ear training), the instructor/teaching assistant (TA) will deliver a verbal warning to the student as well as a request to put away the device. Multiple warnings from the instructor/TA will result in a required meeting to take place between the student and instructor/TA to discuss healthy classroom habits and an agreement from the student to stop this behavior. If the student continues to utilize their device during instruction after this meeting, they will receive assigned unexcused absence for each class period they are observed using their electronic device.
  - Any student who has a documented disability through the DRC that requires use of an electronic device (apart from their tablet/laptop to consult an electronic version of the sight singing text) during class must notify the instructor as soon as possible.
- Students are expected to come to class on time and prepared from sufficient work/practice outside of class.
- Students are expected to come to class prepared with the appropriate materials (i.e. pencil/manuscript paper/textbooks). *During testing weeks singing textbooks are not required for class.*
- Students are encouraged to use online resources and lectures (as shared and posted on Canvas by the instructor), programs in the Music Computer Lab (MUB 147), the Auralia program, and any other ear training resources to aid in their understanding of the course material and to aid in their ability to successfully complete assignments.
- **COMMUNICATION POLICIES:**
  - The instructor and graduate teaching assistant (TA) will utilize email and Canvas as the main form of communication. Students are expected to respond to their instructor and TA's emails in a timely manner.

- **It is expected that students check their email and Canvas multiple times a week** to not miss important announcements, postings, assignment instructions/deadlines, etc.
- **Students are strongly urged to confer with the instructor on their progress or any issues or questions regarding the course.** Also, students are encouraged to seek help from the instructor and/or graduate teaching assistant (TA) as soon as they encounter any difficulties. **Do not wait** until the end of the semester to consult the professor and/or TA if you are having troubles! **To communicate with your instructor, use your UF email account or Canvas. Students can meet with the instructor or TA during scheduled office hours, or with the instructor/TA during a mutually agreed upon outside office hour appointment (over zoom or in-person).**
- If the instructor/TA finds that students are [being disruptive](#) to the teaching environment, the following may occur:
  - Assigned seating for the entire class
  - Dismissal of disruptive students from the classroom
  - Follow up with Dean of Student Office/Incident report
- **ASSIGNMENT AND TESTING POLICIES:**
  - All assignment guidelines and most submittals will be available and take place on Canvas. The Auralia assignments will be completed in the Auralia
  - **Flexible Deadline Offering:** The instructor recognizes that some weeks are more challenging than others for students and will extend a flexible deadline for **two (2) assignments**. The following conditions must both be met in order for a flexible deadline to be extended:
    - **BEFORE** the assignment's deadline, the student must request a flexible deadline by posting in the assignment portal's message box.
    - The student must include in the posting a reasonable deadline\* (exact day/time) when they believe it will be possible to complete the assignment (\*reasonable deadline will be at the discretion of the instructor/TA and will be discussed with the student if any issues)
  - **Late assignment policy:** For each day an assignment is submitted late it will lose an entire letter grade off the overall earned grade. If not submitted by the end of the third day *after* the assignment deadline, a zero will be assigned.
  - **Unexcused Late arrival to Singing and Rhythmic testing appointment:** Students, if arriving late, will be extended **ONE** opportunity to make up a singing and rhythmic sight-reading test immediately after the class period has ended or during the class period if a testing time slot is available (if not possible, the student will need to arrange to come in during the instructor's scheduled office hours that same week). Any unexcused late arrivals to a testing appointment after the first time will result in the student forgoing their ability to make up the test.
  - To make up a **missed test due to an absence**, the following conditions must all be met:
    - The instructor will require timely notification (**BEFORE the test or quiz**) through email
    - A documented excuse note
    - Initiative on the student's part to schedule a makeup test within a timely manner.

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). 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.

### Course Evaluation

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

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-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.

Information about university-wide policies and resources can be found here:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>