

FYC6802: Advanced Research Methods for FYCS

Spring 2026
Online, 3 credit hours

Instructor

Katherine Sims, PhD
McCarty B, Ground Floor #111
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Zoom and in-person office/student hours, Thursdays, 10-11:30am. Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.

<https://ufl.zoom.us/my/kmsims>

Course Description

Research tools and techniques appropriate for an ecological model, emphasizing a multi-method approach.

Course Goals

1. Analyze research design and methods
2. Apply research design and methods to a research proposal

Course Learning Objectives

The following course learning objectives are the fundamental learning goals of this class. They describe the specific measurable outcomes that you as students will walk away with upon successful completion of this course. These are also what I used to design the course modules, assignments and assessments.

Upon completion of this course, students will be able to:

1. Critically evaluate scientific literature, including the empirical evidence and conclusions reached in research about social problems, based on research methods
2. Transform scientific inquiries into testable hypotheses
3. Choose and apply appropriate methods for specific research questions
4. Identify appropriate statistical tests for different research questions
5. Apply theory and research to create a research proposal
6. Examine the fundamental principles and applications of various research designs and methods, including quantitative, qualitative, and mixed methods.
7. Improve research communication and dissemination skills through writing and presenting a research proposal

Course Delivery

The modules that comprise the course are fully online. You have a full week to complete the assignments, submitting when you want within that week. The textbook and module assignments/quizzes will be accessed through the Cengage MindTap platform. Students should prepare for live discussions by completing the discussion board assignment before the live session.

Synchronous (Live) Online Discussions:

Zoom link to be provided through Canvas once semester starts- Thursdays at 6pm EST

Asynchronous (semi- self-paced) Course Elements:

UF Canvas course: <https://elearning.ufl.edu/> Login: using your Gatorlink

A Typical Week in this Course

This course is designed as a set of Modules. The modules correspond with weeks in the semester (see the Course Schedule). This means that week-by-week, you should be completing the module that corresponds with a week 1-16. You are free to complete assignments and activities in the order that makes sense to you, but for those of you that want a little more guidance, I have set up each module in the order that I intend for you to complete the set of activities/assignments.

Time Spent

This The Southern Association of Colleges and Schools Commission on Colleges defines a credit hour as at least one hour of instruction and at least two hours “homework” per week.

- For this three-credit course, this is three hours of instruction and six hours of homework, per week. There will be some weeks that are busier than others, however, I always try to be mindful of your time and only have you working on meaningful tasks.
- I encourage you to break up the readings and videos over a few days. This will make the course more enjoyable than if you cram everything into a couple days. For any videos, feel free to watch content on 1.5-2X speed, prop your phone up while you do dishes or listen to a podcast on a walk. For the readings, I tried to provide a variety to keep you engaged, less overwhelmed

Textbooks, Learning Materials, and Supply Fees

All readings will be linked and described in the modules.

If you have any difficulty purchasing your textbook, or are experiencing financial difficulties, reach out to me as soon as possible so I can work with you and different UF resources to get you the materials you need to succeed in this course.

1. Cengage MindTap- Research Methods for the Behavioral Sciences. **Please note that this course will be participating in the UF All Access program- You will need to purchase access to the ebook and homework platform.** Login at the following website and Opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> -UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.
2. Additional readings linked through Canvas modules
3. APA Resources- [APA Guide from UF](#) has lots of links to helpful information, tips and tricks. Also helpful is the [APA Manual, 7th Edition](#) as well as a [Concise Guide to APA](#) or the [APA Guide for Beginners](#) and finally a [APA Paper Checklist for Students](#)

Required Technology & How to Obtain the Technology

This course requires online work to be completed. You should have a strong internet connection and a way to access the course material. I will do my best to make sure things are able to be accessed on a phone, but a desktop, laptop or tablet will likely be a better viewing and submitting experience.

You will also be utilizing two web-based programs in this course that are linked with Canvas: Perusall & Cengage. We will go over tutorials for both as part of Module 1- Start Here. In addition, you should familiarize yourself with the off-campus options for accessing the library resources that are required in the course. You can find a guide to off-campus access [here](#).

Instructor Interaction Plan

I love to hear from my students. We have several opportunities to connect within the course, but there are also opportunities for you to contact me outside of the virtual classroom.



You can call me Dr. Katie, or Dr. S

- Google Voice Phone: 352-448-1393
- Office Hours: Thursdays, 10-11:30 am
 - <https://ufl.zoom.us/my/kmsims>
 - Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.
- Please find more info about these contact options below in the “Please Contact me!” section.

Now that you know more about the course, I would like to introduce myself. I am a triple Gator, meaning I have three degrees from the University of Florida. And I am a Gators fan from birth. I regularly attended UF sporting events with my family growing up. You will still find me at a variety of sporting events year-round. Saturdays in the Fall are spent tailgating on campus and in the Swamp for football games. On cool spring afternoons you can often find me in the Adirondack chairs at baseball games. And other sports events are fit into my family's busy schedule.

I was thrilled to get into UF as a transfer student after completing my AA as a dual enrollment student at Santa Fe College in Gainesville. As a high school student, I also spent a year living in Germany as an exchange student.

I am so happy each of you are here in my course. I aim to provide a rich learning environment that is designed to keep you engaged and connected to each other every week—not simply submitting meaningless tasks. I invite you to try to see the value in this course and make it your own, fully participating and letting me know how I can best assist you in learning.

Below you will find a few images that represent who I am at UF.



Canvas Email/ Messaging

The easiest way to contact me is through Canvas. Please do not use my ufl email address as this causes issues with my inbox management and disconnects the course issues from the course management.

Keeping everything on Canvas is much easier, so that everyone knows where to expect course information.

- You can expect to hear back from me in 24 hours during the week, and in 48 hours over the weekend. If you do not hear back from me in this timeframe, and I have not communicated a delay, please send a follow-up email to remind me that you are waiting for my response.

Virtual Office Hours

My virtual office hours are set aside for you. I will have Zoom open on my computer and will admit students from the waiting room (if for some reason you are in the waiting room for more than three minutes, message me in Canvas! I probably got distracted and missed the small Zoom notification).

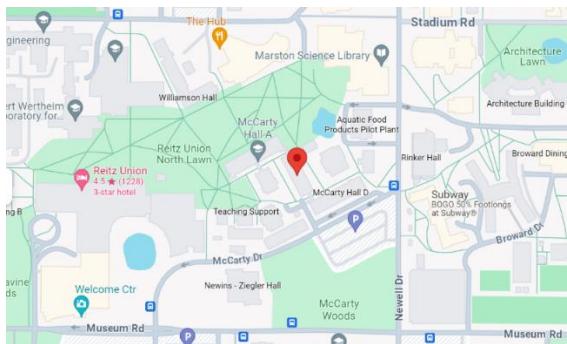
- Or reach out to schedule a day/time that works for you! I have availability each week and am happy to accommodate you.

In-person Office Hours

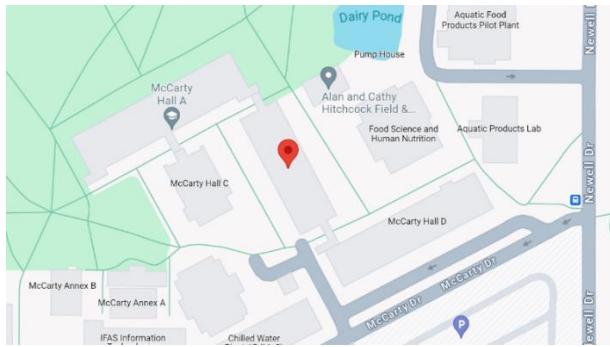
If you prefer to talk without technology, I do have an office on campus- MCCB G111. That stands for McCarty Hall B, Ground Floor #111. There are several McCarty buildings A-D, you are looking for B.

- I included two maps below. I am on campus most days, and we can coordinate when would be best to have an in-person meeting if my office hours do not work for you. Please message me on Canvas to set up a time to make sure I will be in my office and available.

This first map shows a wider view of the campus area where McCarty B is located. It is marked with the larger, red map pin. Nearby landmarks to notice in order to orient yourself, The Hub, Marston Science Library and the Reitz Union. As well as two intersections McCarty Drive/Newell Drive and Newell Drive/Museum Road.



This second image is a more zoomed in view of the McCarty Complex, as some call it. You may notice that my building McCarty Hall B (marked with the larger, red map pin) is in the middle, connected by breezeways (covered walkways) on either side where the building leads to McCarty Hall A and D.



These last images show my office door as well as the inside of my office. This may help you envision coming to talk with me and remove some of the barriers to do so.



Canvas-Scheduler

I will utilize the Canvas-Scheduler a few times throughout the semester to setup individual meetings. You will find more details about this on the Canvas course.

Experiencing difficulties

This has been mentioned in other places in the syllabus. This is because it is important. Please reach out to me as soon as possible when you are experiencing a difficulty that is preventing you from being as successful in the course as you would like.

Class Demeanor/Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments, as each one is designed with your learning in mind.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <u>respect, consideration and an open mind.</u>	Establish a learning environment with respect, consideration and openness, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself <u>honestly and ethically.</u>	Treat you honestly and ethically, and will address any concerns you might have
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

 Key Tip: Canvas will automatically create a dynamic calendar, based on the due date of all assignments and calendar entries. If changes are made to the assignment dates, the calendar will automatically be updated. You can view a simplified schedule below, and then go to the Canvas calendar for up-to-date deadlines.

- [Click to learn how use the Canvas calendar as a student](#)

Weekly Course Schedule

Week	Dates	Module	Assignments/Submissions (more detail on Canvas)
1	January 12-18	Module 1- Start Here	1. Syllabus Quiz 2. Get To Know You 3. Discussion Board Post 4. Perusall 1 5. Module Quiz 1 6. Module Assignment 1
2	January 20-25 (UF Closed January 19 th)	Module 2- Scientific Literacy	1. Perusall 2 2. Module Quiz 2 3. Module Assignment 2
3	January 26-Feb 1	Module 3- Basics of Social Science Research	1. Perusall 3 2. Live Discussion 1 3. Module Quiz 3 4. Module Assignment 3
4	February 2-8	Module 4- Research Ethics	1. Perusall 4 2. Module Quiz 4 3. Module Assignment 4 4. IRB Training
5	February 9-15	Module 5- Research Ideas, Questions & Hypotheses	1. Perusall 5 2. Live Discussion 2 3. Module Quiz 5 4. Module Assignment 5
6	February 16-22	Module 6- Measurement & Variables	1. Perusall 6 2. Module Quiz 6 3. Module Assignment 6
7	February 23- March 1	Module 7- Participants & Sampling	1. Perusall 7 2. Live Discussion 3 3. Module Quiz 7 4. Module Assignment 7 5. Research Proposal
8	March 2-8	Module 8- Research Design Overview	1. Perusall 8 2. Module Quiz 8 3. Module Assignment 8 4. IRB Training
9	March 9-13	Module 9- Exam Review	1. Live Discussion 4 2. Individual Meetings 3. Exam
10	March 14-22	Spring Break	1. Optional Mindfulness
11	March 23-29	Module 10- APA Research Papers	1. Perusall 9 2. Module Quiz 9 3. Module Assignment 9 4. Annotated bibliography

Week	Dates	Module	Assignments/Submissions (more detail on Canvas)
12	March 30- April 5	Module 11- Social Science Data/Statistics	<ol style="list-style-type: none"> 1. Perusall 10 2. Live Discussion 5 3. Module Quiz 10 4. Module Assignment 10 5. Draft of Research Proposal
13	April 6-12	Module 12- Quantitative Research	<ol style="list-style-type: none"> 1. Perusall 11 2. Peer review of paper
14	April 13-19	Module 13- Qualitative Research	<ol style="list-style-type: none"> 1. Perusall 12 2. Live Discussion 6 3. Presentations 4. Peer Review Forms
15	April 20-22 (April 23/24- Reading Days)	Module 14- Mixed-Methods Research	<ol style="list-style-type: none"> 1. Individual Meetings (optional) 2. Presentation Comments
16	April 27-May 1	Module 15- "Exam week"- Research Paper Due on April 29; 5 bonus points if submitted before April 25 @11:59pm	<ol style="list-style-type: none"> 1. Course Feedback Reminder 2. Final Research Proposal

Assigned Work Descriptions

This course utilizes a point system. You earn points for every assignment; these are all added together to provide you with your final points that correspond with a letter grade. This allows you to keep a running tally of your points/final grade. There is no complicated math, no weighted assignment calculations, no curve—just the points you earn compared to the chart with the letter grades. Each assignment type has a set number of points that tie directly to a provided rubric (what I use to assign points). Please locate each rubric on Canvas in the assignment before you begin working.

GET TO KNOW YOU

This is one of the first assignments you will work on. It is a simple questionnaire that helps me “Get to Know You”. It will provide me with some context for you as a person and as a student. You will post an adapted version to a discussion board on Canvas

SYLLABUS QUIZ

This is a quiz designed to walk you through the syllabus highlights. You may have the syllabus open during the quiz and you may submit it as many times as you like to get the full points. It is NOT intended to be a memorization quiz, rather a working quiz where you can gain a little more insight into the syllabus and the highlights from my perspective.

PERUSALL

There is a good amount of reading in this course. Most of it will be completed on your own, but one Perusall article will be completed more collaboratively each week. You will find a rubric in Canvas. This assignment is intended to bring you together as students to collaboratively work through an article. You can make comments to each other, ask and answer questions or mark passages that are important or unclear to you.

- Your first Perusall assignment will be practice, to get you used to the system and process. The subsequent Perusall assignments will provide you with an opportunity to read, annotate and comment on a document with your classmates.
- There are 12 Perusall assignments uploaded to Canvas, you only need to complete 10. You must complete Perusall 1- Syllabus

LIVE DISCUSSIONS & LECTURES

There will be an opportunity for you to participate in live-online discussions with your instructor and peers.

- To receive full credit for live discussions, I'd like each of you to submit either one question or one discussion point you'd like to address in our time together (2 points), even if you are not able to join us live. The other 8 points will be assigned for attending (2 points) and participating (6 points) in the discussion
- If you are unable to attend the live-online discussion, the session will be recorded and accessible for viewing later. To receive credit, those who are unable to attend must submit a one-page reaction paper to the instructor via Canvas email within one week of the live discussion (8 points).

MODULE ASSIGNMENTS

Assignments will vary but will be completed through Canvas and the Cengage platform. This will help you ensure your learning is on track and you are staying up on the reading each week.

MODULE QUIZZES

These are quizzes built into the Cengage MindTap Platform and go along with the course textbook. You may take the quizzes as many times as you need to achieve the grade you wish.

MID-TERM EXAM

There is one examination scheduled this semester covering the course material up to that point in the semester (Module 8). The format is essay questions. The exam is open note, open book. You may (and should) use any materials we have gone over in class to strengthen your responses.

- You will be presented with your question prompts and will have 2.5 hours (150 minutes) to compose your response. The timer will continue even if you close out of Canvas, so be ready to complete the exam after you click "Take the Quiz."

FINAL PROJECT- RESEARCH PAPER

You will write a research paper to demonstrate your knowledge of research design and methodology. In the paper, you will include: an introduction to the research study problem/focus, purpose, literature review, rationale, research questions, research methods and a data analysis plan.

- The research paper must be completed using APA Style referencing and formatting conventions which will give you valuable practice writing in an academic style that can translate into professional writing needed for your careers and jobs.
- More specific information will be given in live discussions and in writing through assignment instructions and rubrics

A unique element of this Final Project is the scaffolded assignments that build on one another and provide you the opportunity to "show your work". Each of the components build on one another so you have structure throughout the semester that culminates in a paper you can be proud of and receives a grade that reflects your work.

- Component 1: Initial Research Proposal
- Component 2: Annotated Bibliography
- Component 3: Draft Research Proposal
- Component 4: Peer Review
- Component 5: Final Research Proposal

RESEARCH PROPOSAL PRESENTATION

For this assignment, you will be asked to record a presentation of your Final Paper topic. The steps are as follows:

- Design a succinct yet thorough presentation based on your Final Paper
- Create a one-page summary of the presentation/paper

- Prepare and record a presentation that describes your Research Paper. The presentation must be no longer than 10 minutes.
- Watch your classmate's presentations and respond to at least two with a meaningful question or comment

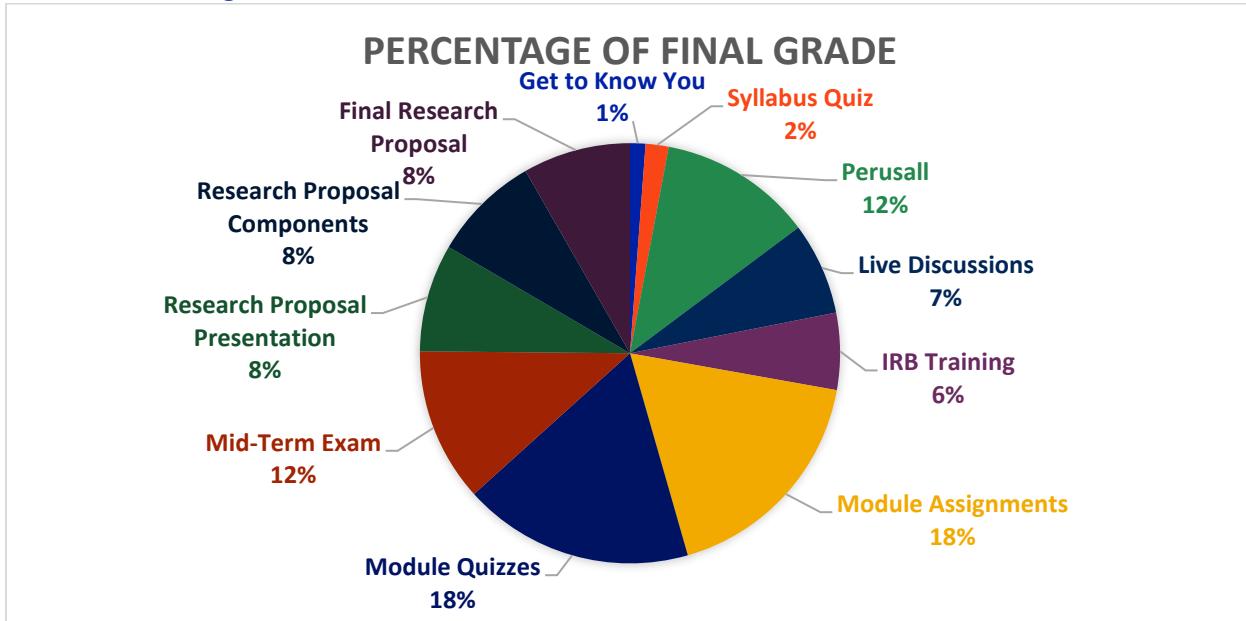
Grading Policy

Course grading is consistent with [UF grading policies](#).

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Get to Know You	10	1.18%
Syllabus Quiz	15	1.78%
Perusall x 10 @ 10 points each (two lowest scores dropped)	100	11.83%
Live Discussions x 6 @ 10 points each	60	7.10%
Module Assignments x 10 @ 15 points each	150	17.75%
Module Quizzes x 10 @ 15 points each	150	17.75%
Mid-Term Exam	100	11.83%
IBB Training	50	5.92%
Initial Research Proposal	15	1.78%
Annotated Bibliography	15	1.78%
Draft Research Proposal	15	1.78%
Peer Review	15	1.78%
Peer Review Form	10	1.18%
Final Research Proposal	70	8.28%
Research Proposal Presentation	70	8.28%
	845 points Total	100%

Course Grading Structure Visual



Grading Scale

Grade	Points	Percentage
A	786 - 845	93-100
A-	761-785	90-92.99
B+	735-760	87-89.99
B	702-734	83-86.99
B-	676-701	80-82.99
C+	651-675	77-79.99
C	617-650	73-76.99
C-	592-616	70-72.99
D+	567-591	67-69.99
D	533-566	63-66.99
D-	507-532	60-62.99
S	0-506	Below 60

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

There are a variety of resources available to students at the University of Florida. These services and resources are designed to be supports for our students to address their various needs and to enhance their experience as students and as people. Even if you are just taking one course at a time, online, you are still connected to the larger University of Florida system and network of resources. If you need any help navigating these resources and support services, or don't know where to begin, please reach out to me on Canvas!

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

Learning and Academic Support	
Ask a Librarian: Library Support Chat or make an appointment with a librarian to focus on your research needs For specific FYCS help, you can go to our specific FYC page , and contact Melody Royster	Tips for Success in Online Courses General strategies for online learning, tips for connection, asynchronous versus synchronous and helpful video links
UF Computing Help Desk The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu	Office of Academic Support Aimed at supporting academic and personal development
Connecting from Off-Campus Find out how to connect via VPN or Proxy	University Writing Program- Writing Studio One-on-one writing consultation, classroom workshops, online and in-person tutoring
Course Reserves- Supplemental Material Find supplemental course materials	CLAS Academic Resources Tutoring, Supplemental Instruction, Language Studio, Testing Services and Study Skills for CLAS
First Gen Student Support Lots of support for first generation college students: Including:	CALS Student Resources Computer Lab, Professional Development, Career Resources, Scholarships

<ul style="list-style-type: none"> • First-Generation Leadership Academy (FGLA) • First-Gen Advocates Program • Life Coach • First-Generation Organization (FGO) • 1:1 Guidance 	<p><u>Career Connection Center</u></p> <p>Career Planning, Resource Library, Gator Career Link, Express Drop-in. As well as workshops, events and tips.</p>
<h2>Support for Well-being and Involvement</h2>	
<p><u>Dean of Students Office</u></p> <p>“The Dean of Students Office is your gateway to the University of Florida. We encourage growth, provide care, and promote accountability.”</p>	<p><u>U Matter, We Care</u></p> <p>At UF, Every Gator Counts. U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources.</p>
<p><u>Disability Resource Center</u></p> <p>Supports students with disabilities and accessibility across campus</p>	<p><u>Campus and Community Resources</u></p> <p>From the UF International Student Center, has a number of great links to support and community resources</p>
<p><u>Food Pantry- Field and Fork</u></p> <p>For any member of the UF community experiencing food insecurity- no questions asked. Only need to provide a UFID number.</p>	<p><u>Division of Student Life</u></p> <p>“Champions meaningful experiences that foster community connection, career design and lifelong wellbeing.”</p>
<p><u>Counseling and Wellness Center</u></p> <p>Confidential counseling and consultations for psychiatric service and mental health programming. Read their services guide for more info.</p>	<p><u>Student Involvement and Activities</u></p> <p>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus See the Get Involved page</p>
<p><u>Student Health Care Center</u></p> <p>Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website</p>	<p><u>University Police Department</u></p> <p>Call 352-392-1111 (or 9-1-1 for emergencies).</p>

<p><u>Conduct and Concern Reporting</u></p> <p>You can report student, employee and campus concerns. <i>For emergencies please call the University Police Department at (352) 392-1111 or 911</i></p>	<p><u>UF Health Shands Emergency Room</u></p> <p><u>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.</u></p>
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Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

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

Note on Academic Integrity

Academic integrity is vital to an inclusive and ethical learning environment.

I want all my students to do well in my courses. There may be times when you have forgotten a deadline, mismanaged time, realized you weren't prepared enough, etc. In these times, I want you to reach out to me, please do not resort to academic dishonesty, shortcuts or deception.

AI Use Policy

There are assignments and contexts within this course where you will be asked to use AI tools to explore how they can be used. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI.

Under no circumstances should you use AI and not disclose this information. This is a course policy—please refer to the Academic Integrity section for consequences. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. When in doubt, either do not use AI, or provide a citation/explanation. -Adapted from Lance Eaton, College Unbound Policy

For Assignments, look for the 3-W's of AI use table (Example below)

What AI tools are allowed?	When are AI tools allowed (or not)?	Why are AI tools allowed (or not)?
<u>Copilot- signed in through your UF account so your data is protected</u>	<u>You <i>may</i> use AI to brainstorm, write an introductory sentence or proofread</u>	<u>AI can help you get started, work through writer's block or find ways to improve your writing. This is intended</u>

<p><i>AI-powered grammar tools embedded in word, google docs, (or Grammarly)</i></p>	<p><i>You <u>may not</u> use AI to write/generate any more than a sentence per paragraph</i></p>	<p><i>to help you with your assignments, not complete them for you.</i> <i>In this case, more substantial use of AI is <u>not</u> allowed because I need to make sure your learning is on track with what I anticipate seeing at this point in the semester.</i></p>
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-Adapted from Torrey Trust, [Link](#)

Health and Well-Being Policy

Your health and wellbeing are more important to me than an assignment or a grade. This policy is designed to support you in maintaining a healthy balance between your studies and personal well-being.

- Commitment to Health and Wellness- I believe that every student's success is deeply connected to their health and wellness. I am committed to creating an environment that supports your physical, mental, and emotional health.
- Open Communication- Your instructors are here to support you, not just academically, but also in your overall well-being. If you're facing challenges that affect your ability to perform in class, please communicate early and openly. We can work together to find solutions, be it extensions on assignments or connecting you with university resources.
- Healthy Lifestyle Encouragement- We encourage you to engage in regular physical activity, maintain a balanced diet, and get adequate sleep. These practices not only enhance your academic performance but are beneficial for your health as well.
- Emergency Situations- In case of an emergency, prioritize your safety above all else. Familiarize yourself with the university's emergency procedures and contact information for campus security—Call 911 if you need immediate help.

Remember, your journey at the university is not just about academic achievements but also about growing as a healthy and well-rounded individual. Take care of yourself, and don't hesitate to reach out for help when needed. (This section was written, in part, by Microsoft Copilot and edited by your instructor. We will talk about this more in class!)

Difficulties Encountered?

If you experience any difficulties, please let me know as soon as possible. This ensures that you have the best chance of completing the work and receiving a grade that you are comfortable with.

- If you wait, I may not be able to help you as efficiently or effectively. I want each of my students to succeed, but not at the expense of their physical or mental health.

If you experience any personal, professional or academic difficulties that will make it tough for you to complete the work in this course, please reach out to me. You can find all the information about contacting me in the "Please contact me!" section. In some cases, I will refer you to other services or departments on campus. This is to ensure you have access to all the resources I know of. If I think you could use more help, or different help than what I can provide, I will discuss this with you before I do anything (unless it is an emergency).

Late Work Policy

Work that is submitted late without prior approval, may only be offered a certain percentage of the total points depending on how late. 1 day late= 80% total points, 2 days late= 60% total points, 3 days late = 40% total points. More than three days late without prior approval may receive zero points. In order to give your work the time it deserves to be graded, it needs to be submitted on time.

- The final paper has a hard deadline that will only be changed for an extreme circumstance. This is not intended to scare you, only to give you the context needed to plan for this assignment. This assignment has a hard deadline due to the tight grading timeline between submission of your paper and when grades are due

Exam Policy

Students will have a set amount of time to take the exams. Completed exams must be submitted by the announced deadline. Late exams will not be accepted unless there is written, professional documentation of a serious illness (i.e., you are not physically able to complete the exam or other work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO. Deadline Note: Students who have questions about exam or other grades must speak to the instructor within the week after the grades are released. This is to ensure that everyone has the same opportunity to review grades and that objections are discussed upfront.

UF Religious Observances Policy

“For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.”

- Please look at the course and assignment schedule as soon as possible compared to your religious calendar for celebrations, commitments, holy days, observances, etc. and let me know if anything is conflicting. I will then come up with a plan to make the course schedule work for you.

Subject to Change Policy

Note that the instructor reserves the right to adjust the course as needed. This syllabus and course calendar are subject to change at the discretion of the instructor. Any changes will be noted and sent to the Canvas course.