

## MAN4930: Leadership Launch

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<b>Tony Office Hours:</b> Wednesday, 1:30 – 3 p.m. or by appointment	
<b>Class meetings:</b> Section 8477: Monday, 4:05 – 6 p.m. – Heavener 150 Section 5234: Wednesday, 4:05 – 6 p.m. - Heavener 150	

### Course Description and Foundation

Welcome and congratulations on making your way through your major. Your leadership learning to this point has laid the foundation for considerable capability and success! This course provides a capstone to those experiences, and positions you to continue on your leadership learning journey, all with the foundational knowledge and tools to make an immediate impact in whatever world you seek to lead. Leadership, and the individuals who take on that role, are key to organizational performance. By consolidating your prior learning, developing your capacity, adding more leadership tools, and finding your best fit, you will be well-prepared to take on the dynamic and unknown challenges of leadership: facilitating the process of influencing others toward a common vision.

### Learning Outcomes

#### Course Components

Four major components comprise the course and inform the learning objectives. These components provide the foundation for your launch into your post-college leadership journey.

- I. **Strengthening Basics: Foundational understanding of leadership revisited**
- II. **Packaging Learning: Foundational awareness and summary of your leadership learning experiences**
- III. **Enriching Capacity: Advanced foundational leadership**
- IV. **Designing Your Leadership Launch: Foundational self-knowledge and awareness of your leadership and you as a leader**

The Heavener School of Business provides you with a foundation for both greater performance and future leadership learning. As you have engaged in different experiences within the HSB, you have encountered a broad array of important personal, professional, and leadership tools. These comprise knowledge and skills in and around the Heavener Competencies, personal capacities, critical mindsets, and important self-knowledge and awareness. The Leadership Launch course provides a framework for

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you to consolidate and sharpen those tools. Prepare yourself for the launch into career success, maximizing your potential for positive impact, and the lifelong journey of continuously designing your leadership.

By the end of this course you will be able to:

1. *Describe and summarize the foundational components of leadership.*
2. *Communicate a consolidated, organized summary of your leadership learning from courses, co-curricular, and extra-curricular experiences.*
3. *Access and engage an organized personal leadership toolbox, identifying your most effective tools.*
4. *Understand and apply advanced leadership tools to yourself, followers, and your organization.*
5. *Actively design your future leadership success by referencing self-descriptive principles communicating and driving your best fit leadership.*

You will engage in a variety of experiences during this course, including acting as a leader and a follower. Remember, you are the designer of your leadership and learning. Your success in class (and in life) depends on your initiative to reflect, explore, learn, and create!

**Ask yourself:**

**What would you be doing right now if what you were doing was really, really impressive?  
How can you EXCEED EXPECTATIONS?!**

## Required Learning Materials

**TEXTBOOK: You must purchase only this text - the SAGE Vantage version is required (versus the physical or electronic version):**

1. Middlebrooks, Allen, McNutt & Morrison (2023). *Discovering Leadership: Designing your Success*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage. ISBN: **9781071891209**

This textbook is fundamental to the course and will be used in nearly every meeting AND Sage Vantage includes additional content and assessments. Many definitions and homeworks will come from this text, and quite often you will be expected to complete exercises within the text during class.

2. Additional readings and resources will be distributed in class.

**CANVAS:** In this class, Canvas, UF's online learning management system, will be used for all course activities and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed. The textbook will be integrated with the Canvas course through Sage Vantage.

**Office Hours:** Office hours are designated times that I (and all faculty members) set aside each week specifically for students to visit me in my office. If you want to come during the designated times, you don't need to let me know in advance or ask permission—I will be there. If I'm doing other work when you arrive, I will set it aside to talk with you. These hours are your chance to come by and ask questions about the course material, about college in general, or just chat so we can get to know one another. As indicated above, I am also happy to meet with you outside the designated office hours, but for that you do need to schedule an appointment in advance.

## Assignments and Grading Overview

Assignment	Points	%	Grading Scale
1. Case Study Competition & Leadership Learning in Action Report This will include engagement with your team, analysis of and performance on the case, integration of course concepts, and a brief final report from the team.	20 + 5	25	A 93-100
			A- 90-92
2. My Leadership Design & Best Fit Final (10 parts - complete/incomplete; Best Fit = 6) Short, prompted, reflective writing assignments designed to help you learn more about yourself as a leader.	10x2 +5	25	B+ 87-89
3. BIG SKILLS Pitch and Nudge	10	10	B 83-86
4. Future Leader Poster & Pitch	20	20	B- 80-82
5. Performance Check #1: Translating and Communicating your Leadership Learning*	2x5	10	C+ 77-79
Performance Check #2: Individual leadership pitches and interviews*			C 73-76
6. Chapter Tests (5 x 2pts)	10	10	C- 70-72
7. Extra Credit	Up to 6		D+ 67-69
<b>*You must pass these elements to earn a passing grade in this course.</b>	100	100	D 63-66 D- 60-62 F 59 and below

## Assignment Descriptions

- 0. Leadership Reflection Journal** (0% of final grade; 100% valuable for life success) – you should acquire and maintain a journal of your notes, thoughts, questions, ideas, and collected wisdom acquired over the course of this semester as a start toward a life-time of leadership learning. Keeping this WILL help you with your final leadership best fit summary.

### **TEAM WORK (teams of 4-5 students) for this assignment:**

#### **I. Case Study Competition and Leadership Learning in Action Report (25+5% of final grade)**

The Case Study Competition comprises a great opportunity for you to integrate your leadership learning while experiencing and engaging in a real-world challenge. The case you and your team will engage is a current, authentic challenge an organization is seeking answers to right now!

The overall assignment will be introduced, worked through, and finally presented per the schedule in the syllabus. Final presentations will be business formal and may comprise a period longer than a typical class day. Specific format and times TBD.

ALL STUDENTS ARE REQUIRED TO PARTICIPATE IN THE CASE COMPETITION, AND ATTEND BOTH THE FINAL PRESENTATION ROUND AND DEBRIEF.

Teams will be formed at the start of the assignment, with additional details for expectations, guidance and support through the assignment presented shortly thereafter.

#### **Deliverables:**

1. Team work and small assignments through the process.
2. Final team presentation of case analysis and recommendation.
3. Leadership Learning in Action Report – and executive summary connecting your experiences and observations with lessons from the course and the subsequent important lessons learned (for your future leadership success).

### **INDIVIDUAL WORK**

- II. My Leadership Design and Best Fit Final (individual; 20 +5% of grade)** -Learning leadership requires reflection, engagement, and then more careful thinking to integrate the new ideas and practices into what you know and who you are.

*My Leadership Design* comprises short, prompted, reflective writing assignments designed to help you learn more about yourself as a leader.

*Be specific, tell some stories, take the time to deeply reflect – tell your story!*

#### **III. BIG SKILLS Pitch and Nudge (individual; 10% of grade)**

1. You will be ASSIGNED a topic in class to research and summarize in brief pitch and a small bookmark sized handout that will be distributed to all students.
2. Research your topic. You must CITE at least 1 research articles and 1 practice-based articles, in addition to the textbook.
3. You will then prepare:
  - a. a 60-second PITCH that highlights key points and convinces us of the importance of the topic to leadership, and...

- b. a small (200 words) reminder handout to help “nudge” key points into our head. This handout can take any creative form you like that will highlight the most important points about the assigned leadership characteristic – what would/should a leader always remember? You should bring enough copies to distribute to the entire class. (Format details discussed in class.)

Again, convince us to care and be compelled to learn more!

#### **IV. Future Leader Poster & Pitch (individual or partner; 20% of grade)**

1. YOU will do some research and identify a specific skill, mindset, competency, or capacity that you believe will be KEY TO SUCCESS in the FUTURE for leaders.
2. Your research must include at least 4 sources that inform your poster content AND support your conclusion that the topic will be important in the future (including the textbook). Remember to CITE your sources.
3. You will then prepare:
  - a. a 60-second PITCH that explains the specific leader attribute and convinces us that it will be THE attribute of the future.
  - b. a POSTER with definition/s, descriptions, key points about the topic (researched and referenced), and a brief list of “how to develop or regularly apply” that attribute
4. Your poster will be displayed to a larger audience of students beyond the class. Be sure it is clear, concise, professional, and accurate.

#### **V. Performance Check #1: Translating and Communicating your Leadership Learning\* Performance Check #2: Individual leadership pitches and interviews\* (10% of grade).**

You will engage in two checks on your leadership performance, both designed to prepare you to communicate your leadership learning and best leadership self. You MUST PASS this assignment to pass the course. Details will be provided in class.

#### **VI. Chapter Tests (5 chapters x 2 pts = 10% of grade) – End of Chapter tests are self-administered on the Sage Vantage platform. You may take these tests as many times as you like until you have reached a score you desire.**

**Course Contribution, Engagement & Attendance** – As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more and contribute more to the learning of others, if you are present, involved, and engaged.

**Attendance and participation are expected in all facets and phases of the course: classes, discussions, and experiences outside the classroom.**

A cost/benefit analysis of your overall contributions will determine your final contribution to the course. This will include your participation and performance in various course activities.

#### **VII. Extra Credit**

*“Every single semester there are many students who raise their grade with extra credit...and many, many more who miss the next highest grade because they didn’t put in the effort to do any extra credit. In leadership, the extra effort is often what makes you stand out!”*

Leadership is a broad, dynamic, and interconnected field! You (and I) will never lack for interesting new perspectives and insights on leadership. As a leader, **one of your most valuable assets will be your willingness to keep learning and exploring – your intellectual curiosity.**

For extra credit, you may submit **Leadership Show and Tells**, i.e., something that tells us something new and interesting about leadership –this could be a journal article, summary of a talk you attend, a book, a new item, an artifact, a story, etc. You must complete the Show and Tell questions and submit the item. Each item is worth up to 2 points (total not to exceed 6 points).

### Leadership Show and Tell Cover Sheet

Please detail full information including how acquired. Attach copy of item as applicable.

(Note: “Items” may include articles, books, periodicals, artifacts, event flyers, etc.)

**Please complete the following:**

1. Briefly describe and/or summarize the Show and Tell:
2. As a developing leader, what do you feel is interesting and/or important for us to note regarding what you experienced?
3. Anything else we need to know (or you are compelled to tell us)?

## Course Overview and Agenda

**\*\*\*MAKE SURE YOU HAVE YOUR TEXTBOOK FOR EVERY CLASS.\*\*\***

AND...REMEMBER TO TAKE NOTES...when we talk, when you watch a video, when you read the textbook, when you read an article, when you talk in Discussion...

You will be using those notes to inform your Best Fit Leadership (the last assignment).

### Course Agenda\*

#### I. **Strengthening Basics: Foundational understanding of leadership revisited**

#### Week 0 (Pre-course email) Introduction and Foundations

Dates	Topic	Assignments and/or Readings** DUE THE NEXT CLASS:
	<p>Introduction to the course – overview, text and resources, topics, importance of leadership, and role of course in transition from college to world and positioning for success. Introduction to one another as future network.</p> <p style="text-align: center;"><b>Assignments:</b></p> <p>1. Acquire the textbook: Discovering Leadership: Designing Your Success <a href="https://www.amazon.com/Discovering-Leadership-Designing-Your-Success/dp/1506336825">https://www.amazon.com/Discovering-Leadership-Designing-Your-Success/dp/1506336825</a> <a href="https://us.sagepub.com/en-us/nam/discovering-leadership/book250144">https://us.sagepub.com/en-us/nam/discovering-leadership/book250144</a></p> <p>2. Memorize this definition: <i>The process of influencing others toward a common vision.</i></p>	<p style="text-align: center;">**NOTE:</p> <p>The full list of weekly assignments is listed on the Canvas site. Additional course contribution activities and readings may be assigned in class.</p> <p>3. Print out the syllabus and find a notebook that you can dedicate to all your leadership learning (Hint: It didn't start with this course...and will not end with it...)</p> <p>4. READ: Discovering Leadership (DL) pages 1-14 (0.1 to end of chapter) (especially Myth or Reality p. 9)</p>

**Week 1 Revisiting the Basics – Definitions and Perceptions**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	Framework #1: The Definition of Leadership Overview of course, assignments, expectations  Definitions, delineations, and distinctions Perceptions and perspectives  Wisdom and Insights	<i>My Leadership Design</i> : Wisdom Collection - Leadership interview with parents.  READ: Discovering Leadership (DL) – Ch. 0: Introduction & Foundations Ch. 1: A Framework for Success  CHAPTER TEST: Ch. 0 & 1

**Week 2 CORE Capacities and Leadership Worlds**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	Building your CORE for leadership Establishing, building, and protecting credibility  Exploring the breadth of the field - worlds Distinguishing your (initial) preferred world/s	BIG SKILL/Little nudge Pitches  READ: DL Ch. 2 (2.4 to end) Review: DL 3.4, 3.5, 3.6  CHAPTER TEST: none

**Week 3 Foundational Knowledge, Skills, Dispositions, and Theories**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	BIG SKILLS Pitches: Exploring the breadth of the field – knowledge, skills, and dispositions  <Transition to II. Packaging Learning: Mapping your attributes.>	<i>My Leadership Design</i> : Attributes  READ: DL Ch. 3  CHAPTER TEST: Ch. 3

**II. Packaging Learning: Foundational awareness and summary of your leadership learning experiences**

**Week 4 Your GEM: Great Experiences Map**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	Mapping your great experiences by leadership definition component Mapping your great experiences by attribute category	<i>My Leadership Design</i> : My World & What I Will Need to Succeed



		<i>My Leadership Design: Great Experiences Map (GEM)</i>  Revisit: DL Ch. 3 – Intro, 3.1, 3.2 <b>CHAPTER TEST: none</b>			
Knowledge & Skills (with aligned competencies)	Capacities	Mindsets & Insights	Self - Knowledge	Experiences and Connections	Feelings and Motivations for action

**Week 5 Packaging Your GEM**

Dates	Topic	Assignments and/or Readings <b>DUE THE NEXT CLASS:</b>
	<b>Performance Check #1: Translating and Communicating your Leadership Learning</b>  Refining leadership transcript to be usable, accessible, and memorable (to self and others)  <Transition to III. Enriching Capacity: Leadership as design – mindful, purposeful, best fit.>	<i>My Leadership Design: Values &amp; Virtues</i>  <i>My Leadership Design: Mission and Your GPS (Greater Purpose Statement)</i>  Review: DL Ch. 4, 5  <b>CHAPTER TEST: none</b>

**III. Enriching Capacity: Advanced foundational leadership**

**Week 6 Advanced Foundational Leadership Overview**

Dates	Topic	Assignments and/or Readings <b>DUE THE NEXT CLASS:</b>
	Categories of advanced leadership tools & topics Experts feature exploration and jigsaw Followership-Leadership complementary roles Balances, paradox, and both/and mindset	Future Leader Poster & Pitch  <b>CHAPTER TEST: none</b>

**Week 7 Future Visions of Leadership: Cutting-Edge Knowledge & Skills**

Dates	Topic	Assignments and/or Readings <b>DUE THE NEXT CLASS:</b>
	Future Leader Poster & Pitch Fair	<i>My Leadership Design: Influence Tactics</i>  READ: DL Ch. 7 – especially pp 217-222 (7.5) Review: DL Ch. 11 – 11.7 to end of chapter. READ: DL 15.2; 15.4  <b>CHAPTER TEST: Ch. 7</b>



**Week 8 Case Study Introduction: Awareness and Analysis of Context**

<b>Dates</b>	<b>Topic</b>	<b>Assignments and/or Readings DUE THE NEXT CLASS:</b>
	Revisiting case study activities and foci within the Heavener Leadership Sequence  Introduction to the Case Study Competition for this course  Integrating effective practices relative to case study analysis, process, and presentation  Enhancing awareness of and analyzing context: Task, requirements, constraints, stakeholders, motivations, strengths, values, timing, ROI, etc.	Case Competition Presentation (due Week 11)  Review: DL Ch. 12 Revisit: DL Ch. 3 – 3.3; DL 15.4  CHAPTER TEST: none

**Week 9 Case Study: Clarifying and Managing Process**

<b>Dates</b>	<b>Topic</b>	<b>Assignments and/or Readings DUE THE NEXT CLASS:</b>
	Clarifying and managing the process x leadership definition  Agility and comfort with ambiguity, and taking initiative	CHAPTER TEST: none

**Week 10 Case Study: Tools and Perspectives**

<b>Dates</b>	<b>Topic</b>	<b>Assignments and/or Readings DUE THE NEXT CLASS:</b>
	<ol style="list-style-type: none"> <li>1. Influence tactics</li> <li>2. Mindsets that matter</li> <li>3. Strategic planning</li> <li>4. AI and me</li> <li>5. Creative process with design thinking</li> <li>6. UX and User-centered data collection methods</li> <li>7. Global perspectives and differences</li> </ol>	Case Study Competition – Presentation and Preparedness  READ: DL Ch. 6  CHAPTER TEST: none

**Week 11 Case Study Competition: Lessons and Insights**

<b>Dates</b>	<b>Topic</b>	<b>Assignments and/or Readings DUE THE NEXT CLASS:</b>
	<p style="text-align: center;"><b>Case Study Competition: Part I: Prepared case analysis</b></p> <p>&lt;Transition to IV. Designing Your Leadership Launch: The state of work and world; considering your work (purpose) and world.&gt;</p>	READ: DL Ch. 10 Revisit: DL Ch. 4, especially Skillbuilder: Design your Personal Brand (p. 143)  CHAPTER TEST: Ch. 10

**IV. Designing Your Leadership Launch: Foundational self-knowledge and awareness of your leadership and you as a leader**

**Week 12 Change Management**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	<p><b>Case Study Competition: Part II: Surprise challenge problem</b></p> <p>Change, change management, and individual change</p> <p>Key capabilities for future challenges</p>	<p><i>My Leadership Design:</i> Personal SWOT</p> <p><i>My Leadership Design:</i> The High Potential's Advantage</p> <p>CHAPTER TEST: none</p>

**Week 13 Identifying Value-add, Unique Differentiator, and Best Fit**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	<p>Clarifying value-add, unique attributes, and wow factor</p> <p>Identifying and packaging Best Fit</p> <p>Expertise and the expert leader</p> <p><b>Performance Check #2: Individual leadership pitches and interviews:</b> What is your best fit? Why are you the best leader?</p>	<p><i>My Leadership Design:</i> Unique Value Proposition</p> <p><i>My Leadership Design:</i> My One Thing Talisman</p> <p>READ: DL 16.5 Review: DL 2.5-2.7 CHAPTER TEST: none</p>

**Week 14 Design Your Future Success!**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	<p>Leadership learning goals into action plans</p> <p>Your One Thing – Talismans</p> <p>Positioning for future success – Leadership for what: Immediately, Near-term, Long-term</p>	<p><i>My Leadership Design:</i> <u>My Leadership Best Fit &amp; Beliefs</u></p> <p>CHAPTER TEST: none</p>

**Week 15**

Dates	Topic	Assignments and/or Readings DUE THE NEXT CLASS:
	<p>Course summary</p> <p>Final competency and attributes check</p> <p>Transformational Leadership</p>	

**\*Schedule may change based on new information, opportunities, and/or interests of the class.**

### General Expectations

Your potential to make a difference, at many levels, is only limited by you. This course strives to develop your potential for success – to work collaboratively, communicate effectively, think creatively, and to make a significant positive difference in the world. You cannot begin this journey unless you can manage yourself:

1. Be present and punctual. Communicate anything otherwise.
  2. Be prepared, be awake, be willing to engage and sometimes lead.
  3. Changes in content or schedule may be made during the semester and will be emailed as applicable.
  4. Late work generally not accepted – please contact me if you have a concern/challenge.
5. All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting.
  6. All work is to be in your own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical. Collaborative efforts still require giving credit due (see *Academic Integrity*)
  7. Cherish diverse perspectives, take the risk of sharing your own; disagree in the spirit of learning.
  8. Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

### **YOU NEED TO FOCUS AND THINK AND TAKE NOTES IN THIS CLASS.**

**For our brief time together, please turn OFF and put away all unrelated (to the class) electronic devices or any other work/play activities that may distract you.**

#### Heavener School of Business Competencies

- [Critical Thinking and Problem Solving](#)  
Skills demonstrated by the ability to analyze and synthesize information and problems in order to identify a solution through careful and thorough examination and research.
- [Communication](#)  
Skills demonstrated by the ability to clearly and effectively communicate, in both written and oral forms, in order to meet needs of an audience or individual. Additionally, communication skills are demonstrated through accepting feedback to improve communication and effectively responding to that feedback.
- [Equity and Inclusion](#)  
Skill that focus on the ability to include others in roles and the desire to encourage diversity and exposure to people from different backgrounds, beliefs, and experiences in order to cultivate an inclusive environment.
- [Leadership](#)  
Skills demonstrated by the ability to assist teams in developing a shared purpose and commitment to reaching goals and maximizing effectiveness. A leader cultivates trust and respect in team members and employs interpersonal skills to coach others. Additionally, a leader helps individuals from all backgrounds recognize and employ their own strengths.
- [Teamwork and Collaboration](#)  
Skills demonstrated by the ability to build collaborative relationships and work in team structures in order to achieve objectives through negotiation, delegation of roles, conflict resolution, and prioritization of respectful listening.
- [Professionalism and Work Ethic](#)  
Skills demonstrated by the ability to develop new approaches to work habits for productivity and efficiency as well as a focus on self-development and personal growth. Personal

accountability, resilience, and dedication to a good reputation and ethical behavior also signify skills of professionalism and work ethic.

- [Career and Self Development](#)

Skills demonstrated by the exploration of potential career opportunities through self-reflection and goal setting. Career management focuses on evaluating professional opportunities for alignment with one’s skills, strengths, values, and goals.

- [Technical Acumen](#)

Skills demonstrated by the ability to not only utilize existing digital technologies, but to compare technologies to find efficient solutions to problems and the ability to demonstrate fluency by adapting to changing and emerging technologies.

### UF Policies

**Attendance:** Although attendance may not be taken at every class, students are expected to attend and participate in every class. Students should prepare for all classes even if they miss and are responsible for material covered in their absence. Students may not attend a class unless they are officially registered for the course. The Fisher School of Accounting does not approve requests to audit its courses. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the School to indicate their intent, may be dropped from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. You can quickly read these policies at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Information on current UF grading policies for assigning grade points:

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

### Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

### Academic Integrity & Dishonesty

Please familiarize yourself with UF policies regarding academic dishonesty. 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.

**Honesty:** Academic dishonesty will not be tolerated. Students are required to know and comply with the university’s policy on academic honesty. This policy is detailed in the Undergraduate Catalog and by reference is included in this course syllabus. For more information visit: <https://sccr.dso.ufl.edu/process/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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Read the Conduct Code here: <https://sccr.dso.ufl.edu/process/student-conduct-code/> . If you have any questions or concerns, please consult with the instructor or TAs in this class.

All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Some examples included below.<sup>1</sup>

Cheating	Plagiarism / Inappropriate Source Attribution
<ul style="list-style-type: none"> <li>• Stealing an exam physically or electronically</li> <li>• Giving another student answers during a test</li> <li>• Turning in work done by someone else</li> <li>• Posing as someone else to take a test for her/him</li> <li>• Copying an answer from another person's test</li> <li>• Peeking at notes during an exam</li> </ul>	<ul style="list-style-type: none"> <li>• Copying phrases, sentences, or full paragraphs from an outside source – article, book, website, previously written paper, powerpoint, etc. – without naming and giving the original author credit</li> <li>• Using another person's idea or illustration without including the name of the source or author's information</li> <li>• Changing the words while copying the sentence structure and ideas from an outside source or author without referring to the original source or author</li> <li>• Failing to follow in-text attribution rules – source, location, date, reporting verbs – etc. when quoting, paraphrasing and/or, summarizing.</li> <li>• Providing incorrect, or false information regarding a quotation or idea's original source</li> <li>• Using so many ideas and words from outside sources that it becomes the majority of the content of the text</li> </ul>

### In-Class Recording

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 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.

Should all or part of this class be offered via an online mechanism during this semester, our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

**Civility:** This course will be conducted in a courteous and professional manner. Inappropriate classroom behavior of any form will not be tolerated. At the instructor's discretion, students acting in an uncivil manner will receive a grade reduction commensurate with the infraction. Students can be withdrawn from the course for excessive unacceptable behavior.

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center - <https://disability.ufl.edu/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.

**U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392- 1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available 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/>.

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<sup>i</sup> Adapted from the University of Delaware