

**Tentative Course Outline and Schedule**  
**HUN 6235 Macronutrients in Human Nutrition**

**A team-taught course**

**Fall 2021 – Section 353E (3 credits)**

**Mondays and Wednesdays, 3:00 to 4:55 PM (periods 8 & 9), LAR 0330**

**Note:** This course will be using a modified weekly schedule with the number of contact hours averaging 3 per week.

**COURSE LEADER and INSTRUCTOR:**

Bobbi Langkamp-Henken, Ph.D., R.D.  
Food Science and Human Nutrition Department

FSHN Building, Room 309  
Cell: 352-642-3669  
Email: [henken@ufl.edu](mailto:henken@ufl.edu)

Office Hours: Tuesdays 1:30 to 3:00 p.m. (by appointment call (352-294-3734) or email ([rvinyard@ufl.edu](mailto:rvinyard@ufl.edu)) Rachael in the Advising Office to schedule). Other times: email or text me and we can arrange a time to talk.

**COURSE INSTRUCTORS**

Dr. Zhiyong Cheng ([z.cheng@ufl.edu](mailto:z.cheng@ufl.edu))  
Dr. Wendy Dahl ([wdahl@ufl.edu](mailto:wdahl@ufl.edu))  
Carley Rusch ([crusch792@ufl.edu](mailto:crusch792@ufl.edu))  
Dr. Peggy Borum ([prb@ufl.edu](mailto:prb@ufl.edu))  
Dr. Anne Mathews ([anne.mathews@ufl.edu](mailto:anne.mathews@ufl.edu))

**OFFICE HOURS**

Fridays 10 to 11 or other times by appointment  
Tuesdays 3 to 5 p.m.  
Zoom by appointment  
Tuesdays and Fridays 2:30 to 3:30 or other times by appointment  
Monday and Wednesdays 2 to 3 p.m. or by appointment

**COURSE TA:** Caitlin McDermott ([caitlinmcdermott@ufl.edu](mailto:caitlinmcdermott@ufl.edu))      Mondays 2 to 3 p.m. or by appointment

**COURSE DESCRIPTION:**

This course will discuss digestion, absorption, and metabolism of carbohydrates, proteins, lipids, and fiber in health and disease. The macronutrients will be discussed as individual dietary components as well as part of a dietary pattern. Corequisite or prerequisite: BCH6206 Advanced Metabolism.

**COURSE OBJECTIVES:** After completing this course students will be able to

1. Discuss the structures of the digestive tract and the digestive and absorptive processes.
2. Explain the role of the endocrine system on the regulation of metabolism.
3. Evaluate current literature related to macronutrient digestion, absorption and metabolism to recommend optimal dietary intakes or patterns for the maintenance of health and reduction of disease risk.
4. Use relevant databases for literature review and appropriate evidence to defend positions related to current nutrition controversies.

**TEXT AND MATERIALS:**

Advanced Nutrition and Human Metabolism by Gropper, Smith, & Carr, 7<sup>th</sup> or 8<sup>th</sup> edition (Required). Additional resources are provided on e-Learning in Canvas: <http://elearning.ufl.edu>. E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail [athelpdesk@ufl.edu](mailto:athelpdesk@ufl.edu).

**COURSE ACTIVITIES:**

- Quizzes – In an effort to help you prepare for graduate level material presented in this course, you will be assigned readings prior to each major topic and quizzed on the material. A total of five timed quizzes will be administered through Canvas but scores from only four quizzes will count toward your grade. Quizzes will be timed and once you open a quiz it must be completed in 10 minutes (quizzes 1 to 4) or 20 minutes (quiz 5).
- Class participation – Attendance is expected/required for all classes. You will score your attendance/participation using the included rubric. The instructor will then use that information to assign a final score.
- Assignments, assessments, and debates on topics of discussion and current controversies (see section below on Assignments)

**GRADING: Percentage of final grade** (see rubrics below for participation and assignments):

• Quizzes (5 quizzes, drop lowest score)	15%
• Participation (see attendance/participation rubric)	15%
• Topic Assessments and Assignments (10% each: GI, protein, CHO, fiber, lipid, Dietary Guidelines and patterns, debates)	70%
	100%

A = 94.0% to 100%; A- = 90.0% to < 94.0%; B+ = 87.0% to < 90.0%; B = 84.0% to < 87.0%; B- = 80.0% to < 84.0%; C+ = 77.0% to < 80.0%; C = 74.0% to < 77.0%; C- = 70.0% to < 74.0%; D+ = 67.0% to < 70.0%; D- = 61.0% to < 64.0%; F = < 61.0%

**TENTATIVE SCHEDULE:**

<b>Week, Day</b>	<b>Topic</b>
Mon. Aug 23	<b>Via Zoom:</b> Henken: Introduction to course and review of the syllabus and Gastrointestinal physiology. Read chapter 2 on the digestive system
Wed. Aug 25	<b>Via Zoom:</b> Henken: Gastrointestinal physiology – macronutrient digestion and absorption
Mon. Aug 30	<b>Via Zoom:</b> Henken: Gastrointestinal physiology – mucosal immunology
Wed. Sept. 1	<b>Classroom:</b> Rusch: Proteins and amino acids in clinical nutrition – See assigned reading to prepare for class and <b>take quiz before start of class.</b>
Mon. Sept. 6	Labor Day – OFF
Wed. Sept. 8	<b>Classroom:</b> Rusch: Proteins and amino acids in clinical nutrition
Mon. Sept. 13	<b>Classroom:</b> Rusch: Proteins and amino acids in clinical nutrition
Wed. Sept. 15	Open
Mon. Sept. 20	Assessment over topics to date: GI physiology, macronutrient digestion and absorption, mucosal immunology, and proteins. Please complete during class time on Canvas.
Wed. Sept. 22	<b>Via Zoom:</b> Cheng: CHO metabolism and endocrine regulation – an overview Read CHO chapter to prepare for class and <b>take quiz before the start of class.</b>
Mon. Sept. 27	<b>Via Zoom:</b> Cheng: Glycemic control
Wed. Sept. 29	<b>Via Zoom:</b> Cheng: Diabetes
Mon. Oct. 4	<b>Via Zoom:</b> Cheng: Group project presentation
Wed. Oct. 6	Open
Mon. Oct. 11	<b>Via Zoom:</b> Dahl: Fiber Function and Health - Read fiber chapter to prepare for class and <b>take quiz before the start of class.</b>
Wed. Oct 13	<b>Via Zoom:</b> Dahl: Fiber Function and Health
Mon. Oct. 18	<b>Via Zoom:</b> Dahl: Fiber Function and Health
Wed. Oct. 20	Open
Mon. Oct. 25	<b>Via Zoom:</b> Borum: - <i>Is a Fat a Fat? Are Dietary Fats Bad for You?</i> Read lipid chapter to prepare for class and <b>take quiz before the start of class.</b>
Wed. Oct. 27	<b>Via Zoom:</b> Borum: - <i>How Much of Which Omega-3 Fatty Acid Should Dietary Guidelines Recommend Throughout the Life Cycle and During Pregnancy?</i>
Mon. Nov. 1	<b>Via Zoom:</b> Borum: - <i>Should the Patient's Diagnosis Influence How Much of Which Omega-3 Fatty Acid I Should Prescribe?</i>
Wed. Nov. 3	<b>Via Zoom:</b> Borum: - <i>What Is the Omega-3 Fatty Acid Status of My Patients and Is It Predictive of Risk For Death?</i>
Mon. Nov. 8	Open
Wed. Nov. 10	<b>Via TBD:</b> Mathews: Dietary Guidelines and patterns related to chronic disease risk – Read the DGA Executive summary and familiarize yourself with the DGA website; read article <i>Dietary fat: From foe to friend?</i> and <i>Global Syndemic of Obesity, Undernutrition, and Climate Change: The Lancet Commission report</i> to prepare for class and the quiz. Note: articles found on e-Learning in Canvas.

Mon. Nov. 15	<b>Via TBD:</b> Mathews: Dietary Guidelines and patterns related to chronic disease risk – Read <i>Building better guidelines for healthy and sustainable diets</i> and <i>Food for thought: A natural language processing analysis of the 2020 Dietary Guidelines public comments</i> . Note: articles found on e-Learning in Canvas.
Wed. Nov. 17	<b>Via TBD:</b> Mathews: Dietary Guidelines and patterns related to chronic disease risk
Mon. Nov. 22	open
Wed. Nov. 24	Thanksgiving Break OFF
Mon. Nov. 29	open
Wed. Dec. 1	Debate on nutrition controversy Group 1 (Henken)
Mon. Dec. 6	Debate on nutrition controversy Group 2 (Henken)
Wed. Dec. 8	Debate on nutrition controversy Group 3 (Henken) <i>Attendance/Participation self-evaluation and Debate team and peer team-work score sheets due</i>

## TOPIC ASSESSMENTS / ASSIGNMENTS:

### **GI Physiology, Macronutrient Digestion and Mucosal Immunology – Dr. Henken (50 points or 10% of grade)**

Please review lecture notes and assigned chapter. As your assessment, you will be given case scenarios and asked to synthesize information on these topics to answer questions. This assessment will occur on Canvas during class time on Monday, September 20<sup>th</sup>. You can complete this assessment from any location, but you will be expected to work independently.

### **Proteins and Amino Acids in Clinical Nutrition – Carley Rusch (50 points or 10% of grade)**

Prior to class, it is not necessary to read the entire chapter. Please read the following pages from the print book or sections online book:

Topic	Pages in print book 7 <sup>th</sup> edition	Section in online book
Essentiality	178	6-1d
Sources of amino acids	178 - 179	6-2
Digestion	179 - 181	6-3
Absorption	181-183	6-4
Disposal of Ammonia	187-189	200-201
Arginine	197 - 198	6-5h
Protein synthesis	201 – 202	6-6
Catabolism of tissue proteins	229 - 230	6-10
Protein quality and protein and amino acid needs	233 - 240	6-12

For your assignment, I will ask you to listen to the following podcast: “*Talking All Things Protein with Dr. Donald Layman*” on The Beauty and the Geek podcast. This provides an excellent overview on protein metabolism and hot topics within the field of nutrition research.

- Podcast link: <https://beautyandthegeek.podbean.com/e/talking-all-things-protein-with-dr-donald-layman/>
  - Can also be found on Apple Podcasts and Spotify
- As your assessment, you will be asked to answer free response questions based on your learnings from the lectures and the podcast. This assessment will occur on Canvas during class time on Monday, September 20<sup>th</sup>.
- **Students will be expected to work independently on the assignment.**

## **CHO & Endocrine Regulation - Dr. Cheng (50 points or 10% of grade)**

The assignment for the CHO & Endocrine Regulation session will be a group project/presentation. At the first class of CHO session, the assignment topics will be provided by the instructor and randomly assigned to groups (3-4 students/group). There will be a short window of time for groups to trade topics among themselves and for group members to switch groups to better align with the topic for their group. Presentations must be 15-18 minutes in length and will be followed by 5-7 minutes of questions. The presentations must be the product of group work with all members contributing equally.

Grading Rubrics for the CHO assignment (project presentation).

Criteria	Ratings		Pts
All aspects of the assignment were addressed.	5.0 pts Full Marks	0.0 pts No Marks	
The presentation was well prepared and logically organized.	8.0 pts Full Marks	0.0 pts No Marks	
Presentation and content had obvious creativity, depth, and details.	8.0 pts Full Marks	0.0 pts No Marks	
Sources of support were current and strong, and the topic was well researched.	8.0 pts Full Marks	0.0 pts No Marks	
Major points and conclusions were clear and understood by the audience.	8.0 pts Full Marks	0.0 pts No Marks	
In answering questions, the group demonstrated understanding of their presented material and ability to integrate or extend beyond their presentation.	8.0 pts Full Marks	0.0 pts No Marks	
Speakers had strong presence and effectively presented their points and content.	5.0 pts Full Marks	0.0 pts No Marks	
			Total Points: 50.0

## **Fiber Function and Health - Dr. Dahl (50 points or 10% of grade)**

TBA

## **Assignment for Nutritional Aspects of Lipid Metabolism (Dr. Borum): (50 points or 10% of grade)**

For this assignment you will pretend that you are a medical resident whose patient had a lipid-related question. You will write a detailed question and then answer the question. Your questions should be expanded on the idea of one of the scenarios/questions (see examples below and full list on E-Learning). Your answer should be written at two different educational levels. First write the response that the resident should tell the patient and then the response that the resident should give the attending physician. Remember that each patient is unique, and your information is only useful to the patient if the patient can use it. The patient may recognize that the internet has good, bad, and ugly information and it can be difficult to distinguish among them. The patient is depending on you to provide good information that that is the best available. The attending is a physician scientist who is big on practicing evidence-based medicine and has really gotten into precision medicine. The attending physician says that the reference list better include the latest references and the explanation should be concise and almost case report publication ready. Once your drafts have been prepared, you will exchange drafts with an assigned classmate. Post suggestions to the E-Learning Discussion Board to improve the drafts of your classmate.

### Examples of Questions/Scenarios

#### 45-year-old male

My brother just died of a massive heart attack at 52 years of age and our dad died of what was probably a heart attack at 48 years of age. I want to play with my grand babies as they grow up. I have decided that I am going to eat really low fat. When my wife and I go to the grocery store, we are only going to buy products that say, "low fat" or "reduced fat on them". Don't you think that will help me live longer?

35-year-old high school teacher who just moved into town

You know doc, a few months before I moved, I was told that I have a fatty liver. I read a bit on it and realized that is not good. So, for the last few months, I have avoided all fatty foods. It is not so bad; I have always had a sweet tooth. But do not worry. I am eating healthy. I do not drink soda, but instead drink fruit juice at every meal and sometimes between meals because I do not like water. I have sherbet instead of fatty ice cream. I have stopped eating candy bars with all that fat as a snack and instead, I suck on a piece of hard candy most of the day. My fatty liver is probably gone by now, don't you think?

25-year-old new father

You know doc, being a dad has given me a new perspective on being healthy. I have always loved milk, cheese, yogurt, etc. One of my coworkers said that we should avoid dairy products because they are bad for us. What is he talking about?

Grading Rubric

	Ranking Range		Points
	3.0 pts Full marks	0.0 pts No marks	
Question is well defined in adequate detail.	3.0 pts Full marks	0.0 pts No marks	
Draft of question and draft of responses posted to E-Learning on time	2.0 pts Full marks	0.0 pts No marks	
Consultation for classmate is clear and improves draft	8.0 pts Full marks	0.0 pts No marks	
Consultation for classmate is posted on time	2.0 pts Full marks	0.0 pts No marks	
Information for patient is clear and concise	5.0 pts Full marks	0.0 pts No marks	
Information for patient is practical	5.0 pts Full marks	0.0 pts No marks	
Information for patient is evidence based	5.0 pts Full marks	0.0 pts No marks	
Information for attending is clear and concise	5.0 pts Full marks	0.0 pts No marks	
Information for attending is evidence based	5.0 pts Full marks	0.0 pts No marks	
References are appropriate and of high quality	7.0 pts Full marks	0.0 pts No marks	
Elements of precision medicine have been addressed	3.0 pts Full marks	0.0 pts No marks	
<b>Total points: 50</b>			

**Assignment for Dietary Guidelines and Patterns Related to Chronic Disease Risk - Dr. Mathews (50 points or 10% of grade)**

Nutrition Policy Position Brief

Students will work independently on this assignment. This assignment is completed in three steps: 1) selection/approval of policy topic and reference list, 2) submission of first draft of policy position brief to be critiqued by classmate, 3) final policy position brief for submission.

Your policy position brief should be modeled after Health Policy Position Statements of the Society of Behavioral Medicine. (You **do not** need to create the infographic that accompanies many position statements found on the SBM website.) Examples can be found here:

<https://www.sbm.org/advocacy/policy-positions> Additional details to be provided in class and on E-Learning Canvas.

## Grading Rubric for Nutrition Policy Brief

Criteria	Ratings		Pts
	5.0 pts Full Marks	0.0 pts No Marks	
Topic submitted and approved on time. Topic should be relevant to DGAs, Dietary Patterns. Any specific population the policy will target is clearly stated.	5.0 pts Full Marks	0.0 pts No Marks	
Robust reference list from peer reviewed sources (15 minimum)	5.0 pts Full Marks	0.0 pts No Marks	
Completed first draft uploaded to Canvas on time for peer review	5.0 pts Full Marks	0.0 pts No Marks	
First draft includes all required sections, does not exceed page length limitations	5.0 pts Full Marks	0.0 pts No Marks	
Completed peer review of another student's policy draft submitted on Canvas by due date/time.	5.0 pts Full Marks	0.0 pts No Marks	
Peer review is professional and thorough.	5.0 pts Full Marks	0.0 pts No Marks	
Final nutrition policy position brief submitted on time	2.0 pts Full Marks	0.0 pts No Marks	
Policy is clearly stated and specific	8.0 pts Full Marks	0.0 pts No Marks	
Policy brief is evidence based, well supported, and recognizes limitations and challenges to implementation	8.0 pts Full Marks	0.0 pts No Marks	
Policy brief is well written and free of grammar errors	2.0 pts Full Marks	0.0 pts No Marks	
<b>Total Points: 50</b>			

### Debates (50 points or 10% of grade)

**Topics:** Topics will be voted on by the class and students will draw for teams and topics.

1. Highly processed food is addictive.
2. School lunch programs should use plant-based meatless (faux-beef) products in place of beef.
3. A low carbohydrate (ketogenic) diet is superior to a low-fat diet for weight loss.
4. The dairy group should be retained in MyPlate.
5. In the next edition of the Dietary Guidelines for Americans, the percentage of added sugars in the diet should remain the same (i.e., less than 10% of calories per day starting at age 2).
6. Artificial sweeteners should be used to replace sugar to prevent weight gain.

### **Expectations:**

1. Review relevant literature on both sides of the debate.
2. Anticipate arguments from the opposing side to formulate rebuttals.
3. Meet with your team prior to the debate to prepare strategy and practice.
4. Organize points into a logical format to present to the class – PowerPoint slides may be used.

**Format:**

Team member	Description	Time (minutes)
Affirmative team speaker 1	Opening statement: present the topic and arguments in support	5 to 10
Opposing team speaker 1	Opening statement: present the topic and arguments in opposition	5 to 10
Break	Teams discuss strategy	5
Affirmative team speaker 2	Further arguments in support, identifies areas of conflict and answers questions that may have been raised by the opposition speaker	5 to 10
Opposing team speaker 2	Further arguments in opposition, identifies areas of conflict and answers questions that may have been raised by the affirmative speaker	5 to 10
Break	Prepare rebuttal	5
Opposing team speaker 3	Defend opposing arguments and defeat the supporting arguments without adding new information	5
Affirmative team speaker 3	Defend supporting arguments and defeat the opposing arguments without adding new information	5
Opposing team	Second rebuttal and closing arguments	5
Affirmative team	Second rebuttal and closing arguments	5
Audience	Discussion, questions, thoughts, opinions, and vote	15

**Peer teamwork evaluations for debate:** Your grade will be determined by your peers (i.e., the average score from your peers) and scored as follows:

Peer being evaluated: by: _____ (initials)	Possible Points	Assigned Points
<b>Communication</b> – communicates effectively and in a timely manner (0=not effective or timely, 10=very effective or timely)	1.0	
<b>Attendance</b> – has attended all planning and preparation meetings and has been on time (0=very poor attendance and always late, 10=great attendance and on time)	1.0	
<b>Responsibility</b> – has assumed equal responsibility for their share of the project (0=others have had to assume these responsibilities, 10=completed their share of the responsibilities)	2.0	
<b>Attitude</b> – has maintained a positive attitude during the project (0=very poor attitude, 10=very positive attitude)	1.0	
<b>Total</b>	5.0	
<b>Comments</b>		

### Debate grading rubric:

Criteria	4 points	3 points	2 points	1 points	0 point	Total Points
<b>Information</b>	All information was clear, accurate and thorough	Most information was clear, accurate and thorough	Most information was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
<b>Rebuttal</b>	All counterarguments were accurate, relevant and strong	Most counterarguments were accurate, relevant and strong	Most counterarguments were accurate, relevant, but several were weak	Some counter arguments were weak and irrelevant	Counterarguments were not accurate and/or relevant	
<b>Use of facts</b>	Every major point was well supported with the highest quality evidence	Every major point was adequately supported with the highest quality of evidence	Every major point was supported with the highest quality of evidence but the relevance of some was questionable	Some points were supported well, others were not	None of the points were supported	
<b>Organization</b>	All arguments were clearly tied to the topic and organized in a tight, logical fashion	Most arguments were clearly tied to the topic and organized in a tight, logical fashion	Most arguments were clearly tied to the topic but not organized in a tight, logical fashion	Some arguments were tied to the topic but not logical in presentation	Arguments were not tied to the topic	
<b>Understanding of topic</b>	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information well	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
<b>Peer score for debate</b>					Average score from peers (20 pts max)	
<b>Instructor score for debate</b>					Average score from instructors (20 pts max)	
<b>Peer teamwork evaluations (see rubric above)</b>					Average score from peers (5 pts max)	
<b>Points for winning the debate</b>					2 points	
<b>List of references submitted 1 week before the debate</b>					3 points	
					<b>Total (50 points)</b>	
<b>Comments</b>						

Adapted from <http://course1.winona.edu/shatfield/aire/classdebate.pdf>



### Attendance/Participation Rubric

Please use this rubric to score your attendance/participation in this course and provide an explanation for the score you've determined. The instructor will then use this information assign your final attendance and participation grade. *Adopted from Carnegie Mellon – Participation Rubric 11/19/14*  
<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
<b>Attendance</b>	<b>0-16 points</b>	<b>17-19 points</b>	<b>20-22 points</b>	<b>23-25 points</b>	<b>/25</b>
	3 or more unexcused absences	2 unexcused absences	1 unexcused absence	Attended all class sessions or received approval for all necessary absences	
<b>Frequency</b>	<b>0-16 points</b>	<b>17-19 points</b>	<b>20-22 points</b>	<b>23-25 points</b>	<b>/25</b>
	Student does not initiate contribution & needs instructor to solicit input.	Student initiates contribution at least in half of the class sessions	Student initiates contribution once in each recitation.	Student initiates contributions more than once in each class session.	
<b>Quality</b>	<b>0-16 points</b>	<b>17-19 points</b>	<b>20-22 points</b>	<b>23-25 points</b>	<b>/25</b>
	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	
<b>Listening</b>	<b>0-16 points</b>	<b>17-19 points</b>	<b>20-22 points</b>	<b>23-25 points</b>	<b>/25</b>
	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say & contributes to the dialogue.	
				<b>TOTAL</b>	<b>/100</b>

**Explanation:**

**Instructor-Initiated Recording of Class:** 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. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**In-class Recording by Students:** 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.

**Grades and Grade Points:** For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**Online Course Evaluation Process:** Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>.

**Attendance and Make-Up Work:** Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.*"

It is assumed that you will complete all work independently in this course unless I give explicit permission for you to collaborate on course tasks (e.g. in-class assignments). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the

Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

**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.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **University Counseling & Wellness Center**, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/) Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching.
- **U Matter We Care**, If you or someone you know is in distress, please contact us at 352-392-1575 or visit [www.umatter@ufl.edu](http://www.umatter@ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
- **Career Connections Center**, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- **Student complaints**, Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Online Course: <http://www.distance.ufl.edu/student-complaint-process>
- **Student Health Care Center**, Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [www.shcc.ufl.edu/](http://www.shcc.ufl.edu/).
- **University Police Department**, Visit [www.police.ufl.edu/](http://www.police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**, For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [www.ufhealth.org/emergency-room-trauma-center](http://www.ufhealth.org/emergency-room-trauma-center).
- **Field and Fork Food Pantry** located behind the FSHN Bldg (520 Newell Dr) is available to assist members of the campus community who experience food insecurity.
- **Student Success Initiative** <http://studentsuccess.ufl.edu>

**Services for Students with Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>