

CALS Curriculum Committee Meeting

April 23, 2021

2:00 p.m.

Via Zoom: <https://ufl.zoom.us/j/355458614>

Meeting ID : 355458614

Members: S. Ahn, J. Brendemuhl, D. Coenen, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lundy, T. Martin, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks (Chair), C. Wilson, A. Wysocki

Agenda and Index for Materials

Approve Minutes from March 26, 2021 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. AEB 7XXX – Agricultural Trade Policy and Welfare Economics (req. #16078)
2. AEB 7XXX – Applied Valuation Methods (req. #16083)
3. AEB 7XXX – Applied Microeconomics (req. #16084)
4. AEB 7XXX – Econometrics Seminar in Discrete Choice Methods (req. #16085)
5. AEB 7XXX – Mathematical Statistics for Applied Econometrics (req. #16086)
6. AEC 5XXX – Digital Media Production in Agriculture and Natural Resources (req. #15981)
7. FYC 6XXX – Human Resource Management for Nonprofits (req. #15977)
8. FYC 6XXX – Thesis/Dissertation Proposal Writing (req. #16088)
9. FYC 6XXX – Youth and Family Relationships (req. #16090)

Graduate Course Change Proposals

10. AEB 7453 – Natural Resource and Environmental Economics (req. #16076)
11. AEB 7483 – Seminar in Natural Resource and Environmental Economics (req. #16081)

- 12. AEC 5032 – Agricultural Media Writing (req. #15978)
- 13. AEC 5037 – Agricultural Media Production (req. #15979)
- 14. AEC 5541 – Communication and Instructional Technologies in Agricultural and Life Sciences (req. #15980)

Undergraduate New Course Proposals

- 15. AEB 4XXX – Advanced Agricultural Microeconomics (req. #16087)
- 16. ENY 4XXX – Insect Ecology (req. #16069)
- 17. ENY 4XXX – Insect Ecology Lab (req. #16072)

Curriculum

- 18. Proposal to add the Pathogenesis Minor to the UF Online Program (req. #16005)
- 19. Proposal for new Master's level Interdisciplinary Concentration in Reproductive Biotechnology (req. #16023)

CALS Curriculum Committee Meeting
March 26, 2021
Submitted by James Fant

Members Present: S. Ahn, J. Brendemuhl, D. Coenen, D. Gabriel, M. Gillen, V. Hull, P. Inglett, L. Lundy, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, J. Scheffler, M. Sharp, J. Weeks, C. Wilson

Substitute: B. Kolaczowski for J. Larkin

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on March 26, 2021. Dr. Weeks called the meeting to order at 2:02 p.m.

Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives: <https://cals.ufl.edu/faculty-staff/committees/>

Approval of Minutes: A motion was made by Dr. Porter to approve the minutes from the February 26, 2021 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.

Links: Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC: Dr. Brendemuhl noted the following were **ALL APPROVED** at the **MARCH UCC** meetings; 1) **New Graduate Certificate** – Applications in AI-based SmartAg Systems; 2) **New Undergraduate Certificates** – Agroecology and Sustainable Food Systems; Environmental Policy, Law, and Regulation, Fire Ecology and Management, and Urban Forestry; 3) **Recycled Undergraduate Certificate** – Nature-Based Recreation; 4) **Course Revisions** – EVS 3000-Environmental Science; and 5) **Other** – Additional approvals of CALS UG 8-semester plans with the addition of Quest-2.

Graduate New Course Proposals

1. WIS 6XXX – Integrated Wildlife Forensic Genetics (req. #12954)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Sharp to approve this item with edits required. The motion was approved. The committee asks if the instructor of the course has a ufl.edu email address? If so, this needs to be included. The course titles in the description are different from

the prerequisite course titles. These need to match. The reading list from the syllabus needs to be included on the UCC form. The grading scale is confusing and redundant.

2. WIS 6XXX – Disease and Wildlife (req. #15942)

This item was reviewed with item #4. All comments apply to both items unless otherwise stated. **Please be sure to make any adjustments to both the syllabus and UCC form if necessary.** A motion was made by Dr. Porter to recycle these items back to the department for required updates and resubmission. The motion was approved. Specific office hours must be listed on the syllabus. The course objectives for both courses cannot be the same. The graduate level course must have some objective(s) reflecting the appropriate rigor expected at that level. Since the texts are recommended at the graduate level the syllabus must include a required reading list. Consideration should be given to increase the value of the term paper listed in the graduate syllabus.

Undergraduate New Course Proposals

3. ALS 4XXX – Controlled Environment Plant Production (req. #15958)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Porter to recycle this item back to the department for required updates and resubmission. The motion was approved. The prerequisite section on the UCC form does not match the syllabus (Junior vs. Senior standing). Also, first year physics needs to be replaced with an appropriate prefix and course number, possibly PHY2004. Weekly contact hours need to be changed to 3. The point structure is confusing. The entire course description is not showing on the UCC form. If there is not enough space provided the description should be shortened. Add the Honorlock information from the syllabus to the UCC form. An outside consult is requested from Horticultural Sciences.

4. WIS 4XXX – Disease and Wildlife (req. #15941)

See item #2.

Undergraduate Course Change Proposals

5. FYC 4427 – Non-Governmental Organizations (req. #15849)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Porter to recycle this item back to the department for required updates and resubmission. The motion was approved. FYC4409 cannot be both a prerequisite and a corequisite. Whether this course is going to be offered face to face or online needs to be indicated. Explain in further detail how the addition of a prerequisite or corequisite is relevant. The submitted syllabus for the course needs to be structured for an on-campus course. Remove all references to India and the UFIC information. A current and proposed syllabus are required for all UCC2 submissions. Please submit an updated proposed syllabus and a current version for FYC4427. Also, the committee requests submission of a syllabus for FYC4409 to see how this course ties in to FYC4427 and FYC4428.

6. FYC 4428 – Human Resource Management for Nonprofits (req. #15850)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Inglett to recycle this item back to the department for required updates and resubmission. The motion was approved. As with the previous item, FYC4409 cannot be both a prerequisite and corequisite. Provide both a current and proposed version of the syllabus for FYC4428. In the rationale, explain in more detail the need for FYC4409 as a prerequisite or corequisite for this course, how it will facilitate timely completion of the minor and why this is currently a problem. A copy of the current syllabus for FYC4409 was also requested for this item. The version sent with item #5 will be sufficient. The current version of the CALS Syllabus Statements boiler plate needs to be included at the end of the proposed syllabus. This information can be found at:

https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

7. WIS 4554 – Conservation Biology (req. #15853)

A motion was made by Dr. Coenen to approve this item as submitted. The motion was approved.

Certificates

8. Proposed Biosecurity and Biological Invasions Graduate Certificate (req. #15809)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Porter to approve this item with updates required. The motion was approved. A consult with Agronomy, specifically Luke Flory and Deah Lieurance, regarding possible inclusion of their courses as electives and a possible internship through their department being acceptable. The minimum credits for the electives needs to be changed to 5. Each relevant line of the CALS Checklist must be initialed by the submitter. A proposed version of the catalog copy must also be included.

9. Proposed Termination of the Family Life Educator Undergraduate Certificate (req. #15857)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved

Curriculum

10. Proposed Soil and Water Sciences-Research Methods Graduate Concentration (req. #15272)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

11. Proposed change to the Nonprofit Organizational Leadership Minor (req. #15851)

A motion was made by Dr. Porter to recycle this item due to the problems with items #5 and #6. The motion was approved. When items #5 and #6 are resubmitted this item will be reviewed.

The meeting was adjourned at **3:17** p.m.

Cover Sheet: Request 16078

AEB 7XXX Ag Trade Policy & Welfare Econ New Course Proposal

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/8/2021 3:11:25 PM
Updated	4/13/2021 10:48:43 AM
Description of request	Proposed new PhD level course on Agricultural Trade Policy and Welfare Analysis. This course will meet the requirement for electives in the PhD program in Food and Resource Economics.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad New Class.pdf					4/9/2021
AEB 7XXX Agricultural Trade Policy and Welfare Economics.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16078

Info

Request: AEB 7XXX Ag Trade Policy & Welfare Econ New Course Proposal

Description of request: Proposed new PhD level course on Agricultural Trade Policy and Welfare Analysis. This course will meet the requirement for electives in the PhD program in Food and Resource Economics.

Submitter: Lisa House lahouse@ufl.edu

Created: 4/8/2021 3:46:06 PM

Form version: 2

Responses

Recommended Prefix AEB

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Agricultural Trade Policy and Welfare Economics

Transcript Title Ag Trade Policy & Welfare Econ

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Basics of applied welfare economics with applications to trade and agricultural policies in the United States and worldwide. Topics include the economics of biofuels, GMOs, international tariff retaliations, and the ratification of international agricultural trade policies.

Prerequisites ECO 7115 or consent of instructor

Co-requisites N/A

Rationale and Placement in Curriculum This course is an elective for PhD students in Food and Resource Economics, and may be of interest to advanced students in Economics or other related majors. This course offers students the opportunity to learn additional economic theory and practice application of theory and analysis methods. This course focuses specifically on agricultural policy and trade analysis.

Course Objectives 1. Conduct benefit-cost analysis.

2. Evaluate the impact of trade policy on consumer and producers.

3. Describe the theoretical base for conducting welfare analysis.

4. Compare the impact of different policy measures (such as tariffs, quotas, and other non-tariff barriers to trade).

5. Analyze the impact of existing and proposed trade agreements on the agriculture sector.

Course Textbook(s) and/or Other Assigned Reading Required Textbook

Agricultural Policy, Agribusiness, and Rent-Seeking Behaviour, Second Edition

Andrew Schmitz, Charles B. Moss, Troy G. Schmitz, Hartley W. Furtan, and H. Carole Schmitz.

University of Toronto Press, 2010. ISBN: 9780802095473 (paperback).

Other Required Reading Material

1. Just, R.E., D.L. Hueth, and A. Schmitz. 2004. The Welfare Economics of Public Policy: A

- Practical Approach to Project and Policy Evaluation. Cheltenham, UK: Edward Elgar Publishing.
2. Schmitz, A., C.B. Moss, T.G. Schmitz, and W.W. Koo (Editors). International Agricultural Trade Disputes: Case Studies in North America. Calgary: University of Calgary Press
 3. Cramer, G.L., K.P. Paudel, and A. Schmitz. 2019. Routledge Handbook of Agricultural Economics. London & New York: Routledge Publishing.
 4. Schmitz, A., M. Zhu, and D. Zilberman. 2017. The Trans-Pacific Partnership and Japan's Agricultural Trade. Journal of Agricultural and Food Industrial Organization (JAFIO) 15(1):20170001.
 5. Schmitz, T.G., M. Zhu, and A. Schmitz. 2016. Agricultural Import Tariffs and Export Restrictions. In Encyclopedia of Agriculture and Food Systems, edited by A.K. Van Alfen. Oxford, UK: Elsevier Publishing.
 6. Schmitz, T.G., M. Zhu, and A. Schmitz. 2016. Non-Tariff Distortions in Agricultural Trade. In Encyclopedia of Agriculture and Food Systems, edited by A.K. Van Alfen. Oxford, UK: Elsevier Publishing.
 7. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2015. Food Security in an Uncertain World: An International Perspective. Volume 15, Frontiers of Economics and Globalization. Bingley, UK: Emerald Group Publishing.
 8. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2016. Food Security in an Uncertain World: An Individual Country Perspective. Volume 16, Frontiers of Economics and Globalization. Bingley, UK: Emerald Group Publishing.
 9. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2017. World Agricultural Resources and Food Security. Volume 17, Frontiers of Economics and Globalization. Bingley, UK: Emerald Group Publishing.

Weekly Schedule of Topics Week 1: Theoretical foundation of applied welfare economics

- Week 2: Theoretical foundation of agricultural policy analysis
- Week 3: Theoretical foundation of applied trade
- Week 4: Agricultural trade and macroeconomic policies
- Week 5: U.S. agricultural policy
- Week 6: Canadian and EU agricultural policies
- Week 7: Insurance mechanisms in agriculture
- Week 8: Policy decoupling, GATT, and the WTO
- Week 9: Farmland markets: politics, policy, and urbanization
- Week 10: Agricultural productivity and R&D policy
- Week 11: The economics of biofuels
- Week 12: Multifunctionality: externalities and non-traded goods
- Week 13: Genetically modified organisms (GMOs)
- Week 14: Food pyramids and nutritional guidelines
- Week 15: Disruptions in the food value chain
- Week 16: The economics of obesity

Grading Scheme Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Research Paper	300	

30%

Mid-Term Exam 200

20%

Final Exam

500

50%

Total

1000

100%

Instructor(s) Andrew Schmitz

Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Agricultural Trade Policy and Welfare Economics
AEB 7XXX Section XXXX, Class # XXXXX (3 credit hours)

Class Meeting Times: Tuesday 4th period, Thursday 4-5th periods

Location: McCarty B (MCCB) 3124

Academic Term: Spring 2022

Instructor:

Andrew Schmitz

1130 MCCB

294-7685

Aschmitz@ufl.edu

Office Hours: Tuesday noon – 2 pm; Thursday 1 – 2 pm

Course Description

Basics of applied welfare economics with applications to trade and agricultural policies in the United States and worldwide. Topics include the economics of biofuels, GMOs, international tariff retaliations, and the ratification of international agricultural trade policies.

Course Prerequisites

ECO 7115 or consent of instructor.

This course intended for graduate students in agricultural economics, economics, or related field.

Course Objectives

After completing this course, you should be able to:

1. Conduct benefit-cost analysis.
2. Evaluate the impact of trade policy on consumer and producers.
3. Describe the theoretical base for conducting welfare analysis.
4. Compare the impact of different policy measures (such as tariffs, quotas, and other non-tariff barriers to trade).
5. Analyze the impact of existing and proposed trade agreements on the agriculture sector.

Topical Outline

Subjects include theoretical welfare economics, trade theory, agricultural policy, benefit-cost analysis, multifunctionality, US Farm Bills, US ethanol policy, US country-of-origin labeling (COOL), genetically modified organisms (GMOs), tobacco and US sweetener tax policies, international food security, and international trade law (including antidumping and countervailing duty laws)

Schedule of topics and assignments

- Week 1: Theoretical foundation of applied welfare economics
- Week 2: Theoretical foundation of agricultural policy analysis
- Week 3: Theoretical foundation of applied trade
- Week 4: Agricultural trade and macroeconomic policies
- Week 5: U.S. agricultural policy
- Week 6: Canadian and EU agricultural policies
- Week 7: Insurance mechanisms in agriculture
- Week 8: Policy decoupling, GATT, and the WTO

Mid-Term Exam

- Week 9: Farmland markets: politics, policy, and urbanization
- Week 10: Agricultural productivity and R&D policy
- Week 11: The economics of biofuels
- Week 12: Multifunctionality: externalities and non-traded goods
- Week 13: Genetically modified organisms (GMOs)
- Week 14: Food pyramids and nutritional guidelines
- Week 15: Disruptions in the food value chain
- Week 16: The economics of obesity

Final Exam

Research Paper

Each student will be required to complete a (double-spaced, 12-point Times New Roman font, one-inch margins throughout) research paper on an agricultural international trade topic of his/her choice. The paper must be properly referenced and cited and must relate to the topics covered in class. Students are encouraged to use numerical data in analyzing their topic. Citations should include only credible sources (no Wikipedia or other open source websites or blogs), and should be correctly cited. Students are encouraged to submit completed projects in advance.

The purpose to this paper is to display your mastery of the material covered in this course and to demonstrate how well you can synthesize these concepts via an independent research paper. Students are welcomed to take an interdisciplinary approach to their topic by incorporating concepts from other Food and Resource Economics courses into their paper and relating these concepts to this course.

Homework

There may be several optional homework assignments to assist learning. Homework is not graded.

Format

Because this course is an *analytical* course, it is delivered via traditional lectures. Theories and frameworks are presented in class and we will discuss their *derivations* as well as *applications* to the 'real world.' Quantitative reasoning and analytical methods are used extensively. Therefore, knowledge of economic principles and concepts is necessary. Keeping up with international news, particularly economic news is imperative in this course.

Material and Supply Fees

None

Required Textbook

Agricultural Policy, Agribusiness, and Rent-Seeking Behaviour, Second Edition

Andrew Schmitz, Charles B. Moss, Troy G. Schmitz, Hartley W. Furtan, and H. Carole Schmitz.
University of Toronto Press, 2010. ISBN: 9780802095473 (paperback).

Other Required Reading Material

1. Just, R.E., D.L. Hueth, and A. Schmitz. 2004. *The Welfare Economics of Public Policy: A Practical Approach to Project and Policy Evaluation*. Cheltenham, UK: Edward Elgar Publishing.
2. Schmitz, A., C.B. Moss, T.G. Schmitz, and W.W. Koo (Editors). *International Agricultural Trade Disputes: Case Studies in North America*. Calgary: University of Calgary Press
3. Cramer, G.L., K.P. Paudel, and A. Schmitz. 2019. *Routledge Handbook of Agricultural Economics*. London & New York: Routledge Publishing.
4. Schmitz, A., M. Zhu, and D. Zilberman. 2017. The Trans-Pacific Partnership and Japan's Agricultural Trade. *Journal of Agricultural and Food Industrial Organization (JAFIO)* 15(1):20170001.
5. Schmitz, T.G., M. Zhu, and A. Schmitz. 2016. Agricultural Import Tariffs and Export Restrictions. In *Encyclopedia of Agriculture and Food Systems*, edited by A.K. Van Alfen. Oxford, UK: Elsevier Publishing.
6. Schmitz, T.G., M. Zhu, and A. Schmitz. 2016. Non-Tariff Distortions in Agricultural Trade. In *Encyclopedia of Agriculture and Food Systems*, edited by A.K. Van Alfen. Oxford, UK: Elsevier Publishing.
7. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2015. *Food Security in an Uncertain World: An International Perspective. Volume 15, Frontiers of Economics and Globalization*. Bingley, UK: Emerald Group Publishing.
8. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2016. *Food Security in an Uncertain World: An Individual Country Perspective. Volume 16, Frontiers of Economics and Globalization*. Bingley, UK: Emerald Group Publishing.
9. Schmitz, A., P.L. Kennedy, and T.G. Schmitz (Editors). 2017. *World Agricultural Resources and Food Security. Volume 17, Frontiers of Economics and Globalization*. Bingley, UK: Emerald Group Publishing.

Grading Policy

A	93.0% or above	4.00
A-	90.0-92.9%	3.67
B+	87.0-89.9%	3.33
B	83.0-86.9%	3.00
B-	80.0-82.9%	2.67
C+	77.0-79.9%	2.33
C	73.0-76.9%	2.00
C-	70.0-72.9%	1.67
D+	67.0-69.9%	1.33
D	63.0-66.9%	1.00
D-	60.0-62.9%	0.67
E	Less than 60.0%	0.00

Evaluation of Grades

Assignment	Percentage of Final Grade
Research Paper (1)	30%
Mid-Term Exam (1)	20%
Final Exam (1)	50%
Total	100%

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Attendance Policy & Class Expectations

Students are expected to attend all classes. Regular and punctual attendance at all classes is the responsibility of each student. In the event of an absence, it is the responsibility of the student to make-up any resulting deficiencies. In addition to class attendance, students are expected to actively participate in class. It is each student's responsibility to come to class prepared.

This course moves at a rapid pace; students will complete textbook and handout reading assignments before class. The class structure is such that class participation (not just attendance, but active participation) and individual study and preparation outside of class are necessary for learning and performing well in the exams. While lectures will cover the major points of assigned readings, *students are required to read and understand all assigned readings*.

Cell phones & laptops

Cell phones and laptop computers must be turned off.

Exams

All exams are closed book and closed notes. No formula sheets or any other aids are allowed. No cell phones, touch screen devices, tablets, laptops, or other devices with the capability to store information or access the internet is allowed.

All students are expected be on time to exams. Please arrive early, be seated and stow books/bags so that the exam can start at the stated time.

Agricultural Trade Policy and Welfare Economics, AEB 7XXX
Instructor: Schmitz, Spring 2022

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Make-up policy

- No make-up exams unless documented official university athlete event.
- University athletes allowed make-up exams missed due to *official* university sporting events pending ample WRITTEN notification in advance (at least 7 days before a scheduled exam). Club/recreational sports not granted the same courtesy.
- Individuals absent from any exam will receive a score of **zero** (0) on that exam unless there is valid documented excuse for missing the exam (see bulleted items below).
- In order to be *excused* from an exam, you **must** notify the instructor in advance and secure instructor's permission. The only acceptable reasons to request an excuse are as follows:
 - Personal medical emergency (ordinary doctor's visit is unacceptable) that renders the student medically unable to take the test (proper valid documentation will be required).
 - Eligible personal or professional commitment elsewhere during class (eligibility depends on instructor's judgment, and hence prior permission is a must).
 - Family emergency (proper documentation will be required from Dean of Students).

Excused Absences and Late Assignments

The only acceptable excuses from class and exams are as found in the UF Attendance and Makeup Policy. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at [UF Attendance and Makeup Policy](#).

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for students

Agricultural Trade Policy and Welfare Economics, AEB 7XXX

Instructor: Schmitz, Spring 2022

Page 6

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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601
- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16083

AEB 7XXX Applied Valuation Methods

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/9/2021 1:46:41 PM
Updated	4/13/2021 10:50:00 AM
Description of request	Proposal for new graduate course in Food and Resource Economics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad New Class.pdf					4/9/2021
AEB 7XXX Applied Valuation Methods.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16083

Info

Request: AEB 7XXX Applied Valuation Methods

Description of request: Proposal for new graduate course in Food and Resource Economics

Submitter: Lisa House lahouse@ufl.edu

Created: 4/9/2021 1:00:09 PM

Form version: 1

Responses

Recommended Prefix AEB

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Applied Valuation Methods

Transcript Title Applied Valuation Methods

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Focus on the application of valuation methods that are frequently used for the valuation of market and non-market goods and services. We begin from the basic economic theory to derive the willingness to pay (WTP) measures, followed by learning empirical methods that can be used to elicit consumer WTP. Three key methods will be covered: choice experiments, contingent valuation, and experimental auctions. The pros and cons of each method will also be discussed.

Prerequisites ECO 7115 & AEB 7571 or ECO 7424

Co-requisites N/A

Rationale and Placement in Curriculum This is a course designed for PhD students in the Food and Resource Economics program, that may also be of interest to students in Economics and related fields. The course is an elective to enhance the knowledge of students in using specific tools for data collection and analysis frequently used in behavioral economics.

Course Objectives 1. Interpret the theoretical foundation of valuation methods.

2. Compare the key difference between the valuation methods.
3. Design the appropriate methods and data collection process for WTP estimation.
4. Setup appropriate statistical and econometric methods to analyze data.
5. Interpret the results from various valuation methods and economic models.
6. Choose appropriate software for analyzing the data obtained from different valuation methods.

Course Textbook(s) and/or Other Assigned Reading Recommended Textbooks & Materials

Choice Experiments

1. Hensher, D.A., Rose, J.M., Greene, W.H., 2005. Applied Choice Analysis: A Primer. Cambridge University Press.
2. Kuhfeld, W.F., 2010. Marketing research methods in SAS. Experimental Design, Choice, Conjoint, and Graphical Techniques. Cary, NC, SAS-Institute TS-722.
<http://support.sas.com/techsup/technote/mr2010.pdf>

3. Louviere, J.J., Hensher, D.A., Swait, J.D., 2000. Stated Choice Methods: Analysis and Applications. Cambridge University Press.
4. Train, K.E., 2009. Discrete choice methods with simulation. Cambridge university press. <http://eml.berkeley.edu/books/choice2.html>

Experimental Auctions

1. Lusk, J.L., Shogren, J.F., 2007. Experimental Auctions: Methods and Applications in Economic and Marketing Research. Cambridge University Press.
2. Moffatt, P. 2016. Experimentics: Econometrics for Experimental Economics. Macmillan Education UK.
3. Krishna, V. 2009 Auction Theory. (In-depth theoretical treatment.)

Contingent Valuation

1. Arrow, K., Solow, R., others, 1993. Report of the NOAA panel on contingent valuation. National Oceanic and Atmospheric Administration Washington, DC.
2. Hausman, J.A., 2012. Contingent valuation: A critical assessment. Elsevier.
3. Mitchell, R.C., Carson, R.T., 2013. Using surveys to value public goods: the contingent valuation method. Routledge.

Weekly Schedule of Topics Week 1: Introduction to the Course (e.g., Examples, Tools and Software) and Theoretical Foundation of Valuation Method.

- Week 2: Choice Experiment Design
- Week 3: Practice of Choice Experiment Design and Manipulation of Choice Experiment Data
- Week 4: Conditional Logit Model and Interpretation of Model Results
- Week 5: Practices of Manipulation of Choice Experiment Data and Model Estimation
- Week 6: Heteroscedastic Extreme Value Model and Mixed Logit Model (MLM)
Project Proposal Presentation
- Week 7: Latent Class Model (LCM) and Practice of MLM and LCM
- Week 8: Scale Parameters, Scaled Multinomial Logit, Generalized Mixed Logit
- Week 9: Willingness to Pay Estimation (WTP), and Model in WTP Space
- Week 10: Contingent Valuation Method and Experimental Auctions
- Week 11: Journal Article Presentation 1
- Week 12: Journal Article Presentation 2
- Week 13: Journal Article Presentation 3
- Week 14: Final Project Presentation 1
- Week 15: Final Project Presentation 2
- Week 16: Final Project Presentation 3

Grading Scheme

Percent Letter Grade

Grd Point

90.0 - 100	A	4.00
87.0 – 89.9	A-	3.67
84.0 – 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 – 80.9	B-	2.67
75.0 – 77.9	C+	2.33
72.0 – 74.9	C	2.00
60.0 – 72.9	D	1.00
< 60.0	E	0.00

Evaluation of Grades

Homework	20%
Presentation 1	20%
Presentation 2	20%
Presentation 3	20%
Final Project	20%
Total	100%

Instructor(s) Zhifeng Gao

Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Applied Valuation Methods
AEB 7XXX section XXXX, class # XXXXX (3 credit hours)

Class Meeting Times: MWF 6 (12:50 – 1:45)

Location: McCarty B (MCCB) 3124

Academic Term: Fall 2021

Instructor

Zhifeng Gao
1155 McCarty Hall A
Tel: 352-294-7672
Email: zfgao@ufl.edu

Office Hours: MWF 1:50 – 2:45 p.m. or by appointment

Course Description

Focus on the application of valuation methods that are frequently used for the valuation of market and non-market goods and services. We begin from the basic economic theory to derive the willingness to pay (WTP) measures, followed by learning empirical methods that can be used to elicit consumer WTP. Three key methods will be covered: choice experiments, contingent valuation, and experimental auctions. The pros and cons of each method will also be discussed.

Additional Information

1. The procedure of conducting surveys and behavioral experiments will be discussed.
2. SAS will be used to generate choice experiments
3. R will be used to conduct most data cleaning and analyses.
4. The focus of the course is on the experimental design of choice experiments and different methods to estimate choice experiment data.

Course Prerequisites

ECO 7115 and AEB 7571 or ECO 7424 of consent of instructor.

Knowledge of graduate microeconomics theory and Ph.D. level econometrics is required.

Knowledge of the maximum likelihood method, econometric models for limited dependent variables such as Tobit, Logit, and Multinomial Logit model is preferred.

Objectives

1. Interpret the theoretical foundation of valuation methods.
2. Compare the key difference between the valuation methods.
3. Design the appropriate methods and data collection process for WTP estimation.
4. Setup appropriate statistical and econometric methods to analyze data.
5. Interpret the results from various valuation methods and economic models.
6. Choose appropriate software for analyzing the data obtained from different valuation methods.

Topic Outline

Week 1:	Introduction to the Course (e.g., Examples, Tools and Software) and Theoretical Foundation of Valuation Method.
Week 2:	Choice Experiment Design
Week 3:	Practice of Choice Experiment Design and Manipulation of Choice Experiment Data
Week 4:	Conditional Logit Model and Interpretation of Model Results
Week 5:	Practices of Manipulation of Choice Experiment Data and Model Estimation
Week 6:	Heteroscedastic Extreme Value Model and Mixed Logit Model (MLM) Project Proposal Presentation
Week 7:	Latent Class Model (LCM) and Practice of MLM and LCM
Week 8:	Scale Parameters, Scaled Multinomial Logit, Generalized Mixed Logit
Week 9:	Willingness to Pay Estimation (WTP), and Model in WTP Space
Week 10:	Contingent Valuation Method and Experimental Auctions
Week 11:	Journal Article Presentation 1
Week 12:	Journal Article Presentation 2
Week 13:	Journal Article Presentation 3
Week 14:	Final Project Presentation 1
Week 15:	Final Project Presentation 2
Week 16:	Final Project Presentation 3

Presentations

Presentation 1: Article Presentation

Each student would choose a paper from a list provided by the instructor and summarize the key finding of the paper. She/he also need to discuss the pitfalls and potential improvement of the paper as well as some future research topics related to the paper.

Presentation 2: Project Proposal Presentation

Present the research background of their project, including the motivations, the literature reviews, and the methods. (Can be group or individual based on student choice for project.)

Presentation 3: Final Project Presentation

Present the results, conclusions, implications, limitations, and future research directions of the project. (Can be group or individual based on student choice for project.)

Project

Applied Valuation Methods Project

The project can be a group project with two or three members per group. The project can be 1) a complete study (or perhaps pilot) applying the valuation methods discussed in this class; 2) a comprehensive literature review of studies related to valuation methods or estimation of consumer preference of market and non-market goods using some statistical method such as Meta-analysis (<https://en.wikipedia.org/wiki/Meta-analysis>).

Suggested Project Structure (adapted from the Authors' guide of Food Quality and Preference, you can use other structure if you know the journals that you want to publish your paper in)

1. Title Page
 - a. Report title
 - b. Project group members and department
2. Abstract
 - a. A brief statement of the motivations, the methods, the main results and key conclusions of the research project.
3. Report body
 - a. Introduction: motivation of the research project, background, identification, and the significance of the research problem. Related literature should be discussed, but avoiding a detailed literature survey or a summary of the results.
 - b. Material and methods (i.e. Data collection method; statistical and econometric models: Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described.
 - c. Theory/calculation: A Theory section should extend, not repeat, the background to the article already dealt with in the Introduction and lay the foundation for further work. In contrast, a Calculation section represents a practical development from a theoretical basis.
 - d. Results: key tests, key tables, and figures, interpretation of the results.
 - e. Discussion: This should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is usually only appropriate for short communications. Avoid extensive citations and discussion of published literature.
 - f. Conclusions: The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section. It should provide the take home message of the project, limitation of the project, future direction of the research.

Notes

1. We understand that one semester may not be enough to complete an entire project that requires primary data collection. If you choose option 1) you can do a pilot data collection with a small sample size (i.e., collecting data from your classmate or friends). But you still need to analyze your data with the models discussed in this class. Hopefully, this process can help you identify the potential problems in your data collection and analysis so that you can make an improvement if you want to collect a larger sample size in the future to write a full research paper.
2. We strongly recommend bringing your own laptop to the class which will be used to create questionnaires online and do data analysis in class.

3. Your laptop should have the following software installed: SAS, Stata, R, and R Studio. We may discuss the use of other software such as Nlogit and Biogeme. But they are not required now.
4. SAS or Stata student licenses can be purchased from UF. If you don't want to purchase the license, you can use both online at <https://apps.ufl.edu/vpn/index.html>.
5. R and R Studio can be obtained at: <https://cran.cnr.berkeley.edu> and <https://www.rstudio.com/>, respectively.
6. Software for reference management: We strongly suggest you install Zotero for reference management. Zotero is a free reference management software and browser add-on for reference management. Zotero also integrates with Microsoft Word. You should use it to share the references used in your project report so that we can double-check the references. Zotero can be downloaded at <https://www.zotero.org/>. Other popular reference management software include EndNote (paid), Mendeley (free).
7. The IRB, if you are going to collect data for your project, you need to get IRB approval. Before you apply for IRB, you need to finish the IRB training session at <http://irb.ufl.edu/irb02/required-training-for-irb-02.html>

Homework

Homework based on class lectures and reading will be assigned across the semester. All assignments are due at the beginning of class on the due date. Each student is expected to give three in-class presentations and one final project.

Material and Supply Fees

None

Required Textbooks

None

Recommended Textbooks & Materials

Choice Experiments

1. Hensher, D.A., Rose, J.M., Greene, W.H., 2005. Applied Choice Analysis: A Primer. Cambridge University Press.
2. Kuhfeld, W.F., 2010. Marketing research methods in SAS. Experimental Design, Choice, Conjoint, and Graphical Techniques. Cary, NC, SAS-Institute TS-722.
<http://support.sas.com/techsup/technote/mr2010.pdf>
3. Louviere, J.J., Hensher, D.A., Swait, J.D., 2000. Stated Choice Methods: Analysis and Applications. Cambridge University Press.
4. Train, K.E., 2009. Discrete choice methods with simulation. Cambridge university press.
<http://eml.berkeley.edu/books/choice2.html>

Experimental Auctions

1. Lusk, J.L., Shogren, J.F., 2007. Experimental Auctions: Methods and Applications in Economic and Marketing Research. Cambridge University Press.

2. Moffatt, P. 2016. *Experimetrics: Econometrics for Experimental Economics*. Macmillan Education UK.
3. Krishna, V. 2009 *Auction Theory*. (In-depth theoretical treatment.)

Contingent Valuation

1. Arrow, K., Solow, R., others, 1993. Report of the NOAA panel on contingent valuation. National Oceanic and Atmospheric Administration Washington, DC.
2. Hausman, J.A., 2012. *Contingent valuation: A critical assessment*. Elsevier.
3. Mitchell, R.C., Carson, R.T., 2013. *Using surveys to value public goods: the contingent valuation method*. Routledge.

Class Readings

A reading list will be provided over the course of the semester. You are expected to read those chapters/papers with asterisks. You are also responsible for the material in handouts that are distributed in class. Students may read unassigned chapters/papers at their discretion.

Qualtrics

Qualtrics is an online platform to create questionnaires for online data collection. UF have purchased the license so you can use the Qualtrics for free as long as you have a valid UF ID. You can log in Qualtrics at <https://ufl.qualtrics.com/> . If this is the first time that you use Qualtrics, you may need to activate your account

Grading Policy

Percent	Letter Grade	Grd Point
90.0 - 100	A	4.00
87.0 – 89.9	A-	3.67
84.0 – 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 – 80.9	B-	2.67
75.0 – 77.9	C+	2.33
72.0 – 74.9	C	2.00
60.0 – 72.9	D	1.00
< 60.0	E	0.00

Evaluation of Grades

Homework	20%
Presentation 1	20%
Presentation 2	20%
Presentation 3	20%
Final Project	20%
Total	100%

Final grades based on the weighted average of homework, presentations, and the final project.

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Attendance Policy & Class Expectations

Students are expected to attend all classes. Regular and punctual attendance at all classes is the responsibility of each student. In the event of an absence, it is the responsibility of the student to make-up any resulting deficiencies. In addition to class attendance, students are expected to actively participate in class. It is each student's responsibility to come to class prepared.

Makeup Policy

No makeup is available for this course. The course grade is based on homework, presentation, and projects.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at [UF Attendance and Makeup Policy](#).

E-Learning

There is an e-learning webpage for this course. To access E-learning you need your Gatorlink username and password. The site can be accessed at <http://lss.at.ufl.edu>. Click the "e-learning in Canvas" button. If you have difficulty accessing the page, contact UF computing Help Desk at (352) 392-HELP. Note that E-learning page may not be working the first week of class. Grades are posted under the 'Grades' tab and assignments will be posted under 'Assignments' on the home screen.

Cell Phones

Cell Phones must be turned off at all times.

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
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- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the

instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance policies](#).

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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/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601
- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16084**AEB 7XXX Applied Microeconometrics****Info**

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/9/2021 1:56:50 PM
Updated	4/13/2021 10:49:25 AM
Description of request	Proposal of new PhD course in Food and Resource Economics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad New Class.pdf					4/9/2021
AEB 7XXX Applied Microeconometrics.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16084

Info

Request: AEB 7XXX Applied Microeconometrics

Description of request: Proposal of new PhD course in Food and Resource Economics

Submitter: Lisa House lahouse@ufl.edu

Created: 4/9/2021 1:51:13 PM

Form version: 1

Responses

Recommended Prefix AEB

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Applied Microeconometrics

Transcript Title Applied Microeconometrics

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This is an applied econometrics course focused on estimating treatment effects, that is, causal effects of changes in the economic environment on persons, communities, states, countries, or any other individual unit of analysis. ,

Prerequisites AEB7572 or ECO7436

Co-requisites N/A

Rationale and Placement in Curriculum This course is designed as a PhD elective for the Food and Resource Economics Department. It serves to give students experience designing and implementing econometric models frequently used in development, labor, and other subfields of agricultural economics.

Course Objectives

1. Perform credible, robust empirical analyses using microeconomic methods.
2. Critique the credibility and robustness of econometric work in their preferred subfields.
3. Write a manuscript that puts forward a convincing causal argument.

Course Textbook(s) and/or Other Assigned Reading Required text: Angrist, J. D., & Pischke, J. (2013). Mostly harmless econometrics: An empiricists companion. United States: Content Technologies.

Recommended readings:

1. Imbens, Guido and Jeffrey Wooldridge. "What's New in Econometrics?" <http://www.nber.org/minicourse3.html>. This is a set of lecture notes, slides, and videos describing many of the methods covered in the class.
2. Morgan, Stephen and Christopher Winship. Counterfactuals and Causal Inference: Methods and Principles for Social Research. New York: Cambridge University Press, 2007.
3. Wooldridge, Jeffrey. Econometric Analysis of Cross Section and Panel Data. Cambridge, MA: MIT Press, 2002.
4. Cameron, A. Colin and Pravan Trivedi. Microeconometrics: Methods and Applications. New York: Cambridge University Press, 2005. There is a helpful webpage for the book:

<http://cameron.econ.ucdavis.edu/mmapbook/mmaprograms.html>.

5. Cameron, A. Colin and Pravan Trivedi. Microeconometrics Using Stata. College Station, Texas: Statacorp, 2009.

6. Statalist, an online bulletin board where you can ask other Stata users for help and find answers to questions not readily solved elsewhere: <http://www.stata.com/statalist>

Weekly Schedule of Topics Week 1: Introduction to the Rubin Causal Model, causal diagrams, threats to causal inference

Week 2: Randomized experiments

Week 3: How to structure an empirical paper, with emphasis on the introduction

Week 4: Randomized experiments with spillovers

Week 5: Estimation of treatment effects using linear regression

Week 6: Matching methods; matching versus regression

Week 7: Robust inference with independent data

Week 8: Robust inference with dependent data

Week 9: Instrumental variables, part 1: the basics

Week 10: Instrumental variables, part 2: local average treatment effects

Week 11: Difference-in-differences, part 1

Week 12: Difference-in-differences, part 2

Week 13: Regression discontinuity designs

Week 14: Adjusting for multiple hypothesis testing

Grading Scheme Grading Scale (letter grade, points, and Grade points)

A	186-200	4.0
A-	180-185	3.67
B+	160-179	3.33
B	140-159	3.00
B-	100-139	2.67
C	80-99	2.00
E	0-79	0.00

Evaluation of Grades

Item

Percent

Problem sets (12 sets x 5% each) 60%

Empirical paper

40%

Instructor(s) Conner Mullally

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Applied Microeconometrics

AEB 7XXX Section XXXX, Class # XXXXX (3 credit hours)

Class periods: Tuesday, period 6, 1:55 pm – 2:45 pm

Thursday, period 6-7, 1:55 pm – 3:50

Location: MCCB G086

Academic Term: Spring 2022

Instructor:

Dr. Conner Mullally

110 McCarty Hall B

352-294-7680

Connerm@ufl.edu

Office Hours: Monday, Wednesday, Friday, 3 – 4 pm, or by appointment

Course description

This is an applied econometrics course focused on estimating treatment effects, that is, causal effects of changes in the economic environment on persons, communities, states, countries, or any other individual unit of analysis.

Further Information about this Course

The econometric tools covered by this course are best described as the standard methods of applied microeconomics. Applied microeconomics emphasizes the use of transparent empirical methods with clear causal interpretations that avoid strong modeling assumptions. The applied microeconomic approach can be found in virtually any subfield of economics where applied work is common.

Methods covered include randomized experiments, matching and regression, instrumental variables, difference-in-differences, regression discontinuity designs, and methods for performing statistical inference when assumptions like normality and independent error terms fail.

The course features readings and weekly lectures but emphasizes hands-on learning through weekly lab sessions. Lab assignments are written for Stata version 13 and higher. You are welcome to use the statistical package of your choice but answer keys and any assistance I can offer are strictly for Stata. If you do not own Stata you can run version 15 using UF Apps (<http://info.apps.ufl.edu>), or Stata/IC can be rented for 6 months by students from the Stata website (do not rent Small Stata). You must have a laptop that you can bring to class to work on lab assignments.

Prerequisites

AEB7572 or ECO7436 or an equivalent graduate-level course on statistics and multiple regression

Course objectives

After taking this class, students should be able to:

1. Perform credible, robust empirical analyses using microeconomic methods.
2. Critique the credibility and robustness of econometric work in their preferred subfields.

3. Write a manuscript that puts forward a convincing causal argument.

Topic Outline

- Week 1:** Introduction to the Rubin Causal Model, causal diagrams, threats to causal inference
- Week 2:** Randomized experiments
- Week 3:** How to structure an empirical paper, with emphasis on the introduction
- Week 4:** Randomized experiments with spillovers
- Week 5:** Estimation of treatment effects using linear regression
- Week 6:** Matching methods; matching versus regression
- Week 7:** Robust inference with independent data
- Week 8:** Robust inference with dependent data
- Week 9:** Instrumental variables, part 1: the basics
- Week 10:** Instrumental variables, part 2: local average treatment effects
- Week 11:** Difference-in-differences, part 1
- Week 12:** Difference-in-differences, part 2
- Week 13:** Regression discontinuity designs
- Week 14:** Adjusting for multiple hypothesis testing

On the course Canvas site, under the “Modules” tab, you will find lecture notes as well as required and recommended readings for each module. Required readings from MHE are not on Canvas.

Assignments

1) Problem Sets: 120 points total (due before class Thursday every week)

- You will complete 12 problem sets, each of which is worth 10 points. Each problem set will consist of one or more of the following:
 - “Stata lab” questions where apply concepts learned in class to data from published papers.
 - Methodological questions related to the concepts covered in class.
- Each week, you will turn in the following:
 - A Stata .do file, log file (in .smcl, .txt, or .pdf format), and any other relevant output (e.g. tables or figures) showing your work from that week’s Stata lab problems. If you do not use Stata, I still want you to turn in your code, and it is up to you to figure out an appropriate way to turn in your output.
 - Typed or neatly handwritten responses to any methodological problems. You may type your answers in the Stata .do file containing your work for that week’s Stata lab questions.

2) Empirical project: 80 points total (deadlines: 2/6, 3/1, 3/29, 4/19, and 5/1)

- Your empirical project can take one of three forms:
 1. A replication and extension of an existing paper.
 2. A pre-analysis for a proposed empirical project.
 3. An original empirical research paper.

You will meet with me to gain approval for your project before getting started. The requirements for the empirical project and what I expect to receive at each deadline are on Canvas.

Material and Supply Fees

None

Required textbooks

Angrist, J. D., & Pischke, J. (2013). *Mostly harmless econometrics: An empiricists companion*. United States: Content Technologies.

Recommended Texts & Reading

1. Imbens, Guido and Jeffrey Wooldridge. "What's New in Econometrics?" <http://www.nber.org/minicourse3.html>. This is a set of lecture notes, slides, and videos describing many of the methods covered in the class.
 2. Morgan, Stephen and Christopher Winship. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. New York: Cambridge University Press, 2007.
 3. Wooldridge, Jeffrey. *Econometric Analysis of Cross Section and Panel Data*. Cambridge, MA: MIT Press, 2002.
 4. Cameron, A. Colin and Pravan Trivedi. *Microeconometrics: Methods and Applications*. New York: Cambridge University Press, 2005. There is a helpful webpage for the book: <http://cameron.econ.ucdavis.edu/mmabook/mmapprograms.html>.
 5. Cameron, A. Colin and Pravan Trivedi. *Microeconometrics Using Stata*. College Station, Texas: Statacorp, 2009.
 6. Statalist, an online bulletin board where you can ask other Stata users for help and find answers to questions not readily solved elsewhere: <http://www.stata.com/statalist>
- The most important text for the course is the lecture notes posted for each topic on Canvas. The notes contain more material than we could possibly cover in class, and serve as a reference.
 - In addition, you have assigned readings from *Mostly Harmless Econometrics* by Josh Angrist and Jörn-Steffen Pischke (MHE henceforth). I have placed one copy of the book on reserve at Marston Science Library.
 - Other required readings will come from journal articles uploaded to Canvas. Lastly, I have also placed two copies of *An Introduction to Stata Programming* by Christopher Baum on reserve at Marston Science Library. Baum's book is an excellent reference if you want to improve your Stata programming skills.

Reading list

Use the guide below to determine how closely you should read anything from the list below:

* = *Required*, = *No stars* = *Recommended* (i.e. read for your own benefit)

1. Introduction to the Rubin Causal Model, causal diagrams, threats to causal inference
 - a. *MHE Chapter 1
 - b. *Pages 245-254 and 262-266 in: Elwert, F. 2013. "Graphical Causal Models." In Morgan, S. (ed.), *Handbook of Causal Analysis for Social Research*. New York: Springer Netherlands. http://link.springer.com/chapter/10.1007/978-94-007-6094-3_13.
2. Randomized experiments
 - a. *MHE Chapter 2
 - b. *Duflo, E., R. Glennerster, and M. Kremer. "Using Randomization in Development Economics Research: A Toolkit." Technical Working Paper 333. Cambridge, MA: National Bureau of Economic Research, 2006. <http://www.nber.org/papers/t0333>.
 - c. Bloom, H. 1995. "Minimum Detectable Effects: A Simple Way to Report the Statistical Power of Experimental Designs." *Evaluation Review* 19(5): 547-556. <http://erx.sagepub.com/cgi/content/abstract/19/5/547>.
3. How to structure an empirical paper
 - a. *"The Introduction formula" <https://s3.wp.wsu.edu/uploads/sites/285/2015/08/The-Introduction-Formula.pdf>.
 - b. *"The Conclusion Formula" <http://marcfbellemare.com/wordpress/12060>.
4. Randomized experiments with spillovers
 - a. Miguel, E. and M. Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica* 72(1): 159-217.
 - b. Crépon, B., E. Duflo, M. Gurgand, R. Rathelot, P. Zamora. 2013. "Do Labor Market Policies have Displacement Effects? Evidence from a Clustered Randomized Experiment." *Quarterly Journal of Economics* 128(2): 531-580. <http://qje.oxfordjournals.org/content/128/2/531.full.pdf+html>.
 - c. Baird, S., A. Bohren, C. McIntosh, and B. Ozler. 2014. "Designing Experiments to Measure Spillover Effects." Penn Institute for Economic Research Working Paper 14-006. https://docs.google.com/file/d/17O7mmhAt2AiiIbhi_iahtopRuNuDGZ2QyKfMO_Mbn5TR6EcnZzRgZIR0oK3gJ/edit.
5. Estimation of treatment effects using linear regression
 - a. *MHE Chapter 3 (through 3.3.1)
 - b. Lin, W. 2013. "Agnostic Notes on Regression Adjustments to Experimental Data." *The Annals of Applied Statistics* 7(1): 295-318. <http://www.stat.berkeley.edu/~winston/agnostic.pdf>.
 - c. Aronow, P. and C. Samii. 2016. "Does Regression Produce Representative Estimates of Causal Effects?" *American Journal of Political Science*, 60(1): 250-267. <http://onlinelibrary.wiley.com/doi/10.1111/ajps.12185/full>.
 - d. Solon, G., S. Haider, and J. Wooldridge. 2015. "What Are We Weighting For?" *The Journal of Human Resources* 50(2): 301-316. <http://jhr.uwpress.org/content/50/2/301.full.pdf>.

- e. Belloni, A., V. Chernozhukov, and C. Hansen. 2014. "High-Dimensional Methods and Inference on Structural and Treatment Effects." *Journal of Economic Perspectives* 28(2): 29-50.
<https://www.aeaweb.org/articles?id=10.1257/jep.28.2.29>.
6. Matching
 - a. *MHE Chapter 3 (3.3.2 through the end of chapter 3)
 - b. *Imbens, G. 2015. "Matching Methods in Practice." *The Journal of Human Resources* 50(2): 373-419. <http://jhr.uwpress.org/content/50/2/373.full.pdf+html>.
7. Robust inference with independent data
 - a. *MHE Chapter 8
 - b. MacKinnon, J. and H. White. 1985. "Some Heteroscedasticity-Consistent Covariance Matrix Estimators with Improved Finite Sample Properties." *Journal of Econometrics* 29(3): 305-325.
<http://www.sciencedirect.com/science/article/pii/0304407685901587>.
8. Robust inference with dependent data
 - a. *Cameron, A. and D. Miller. "A Practitioner's Guide to Cluster-Robust Inference." *The Journal of Human Resources* 50(2): 317-372.
<http://jhr.uwpress.org/content/50/2/317.short>.
 - b. Abadie, A., S. Athey, S., G. Imbens, J. Wooldridge. 2017. "When Should You Adjust Standard Errors for Clustering?" Unpublished manuscript.
<http://www.nber.org/papers/w24003>.
9. Instrumental variables: the basics
 - a. *MHE Chapter 4, Sections 4.1 – 4.1.3, 4.2.1
 - b. *Angrist, J. and A. Krueger. 1991. "Does Compulsory School Attendance Affect Schooling and Earnings?" *The Quarterly Journal of Economics* 106(4): 979-1014.
<http://www.jstor.org/stable/2937954>.
 - c. Bound, J., D. Jaeger, R. Baker. 1995. "Problems with Instrumental Variables Estimation When the Correlation between the Instruments and the Endogenous Explanatory Variable is Weak." *Journal of the American Statistical Association* 90(430): 443-450.
http://www.jstor.org/stable/2291055?seq=1#page_scan_tab_contents.
 - d. Stock, J. and M. Yogo. 2005. "Testing for Weak Instruments in Linear IV Regression." In *Identification and Inference for Econometric Models*. D. Andrews, ed. Cambridge University Press, New York.
<http://scholar.harvard.edu/stock/publications/testing-weak-instruments-linear-iv-regression>.
 - e. Wooldridge, J. 2015. "Control Function Methods in Applied Econometrics." *The Journal of Human Resources* 50(2): 420-445.
<http://jhr.uwpress.org/content/50/2/420.full.pdf+html>.
10. Instrumental variables: Local Average Treatment Effects (LATE)
 - a. *MHE Chapter 4, Section 4.4. Sections 4.5 and 4.6 are optional.
 - b. Heckman, J. and E. Vytlacil. "Econometric Evaluation of Social Programs Part II." Chapter 71 in Heckman, J. and E. Leamer (eds.) *Handbook of Econometrics*, vol 6B. Amsterdam: Elsevier B.V., 2007.
<http://www.sciencedirect.com/science/handbooks/15734412>.
11. Difference-in-differences, part 1
 - a. *MHE Chapter 5

- b. *Card, D. and A. Krueger. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *American Economic Review* 84(4): 772-793. <http://www.jstor.org/stable/2118030>.
- 12. Difference-in-differences, part 2
 - a. *Autor, D. 2003. "Outsourcing at Will: The Contribution of Unjust Dismissal Doctrine to the Growth of Employment Outsourcing." *Journal of Labor Economics* 21(1): 1-42. <http://www.jstor.org/stable/10.1086/344122>. You do not need to pay close attention to the theoretical section. Pay attention to the empirical methods.
- 13. Regression discontinuity designs
 - a. *MHE Chapter 6
 - b. Imbens, G. and T. Lemieux. 2008. "Regression Discontinuity Designs: A Guide to Practice." *Journal of Econometrics* 142(2): 615-635. <http://www.sciencedirect.com/science/article/pii/S0304407607001091>.
 - i. This is from a special issue of the *Journal of Econometrics* on RDD, found at <http://www.sciencedirect.com/science/journal/03044076/142/2>.
- 14. Adjusting for multiple hypotheses
 - a. *Anderson, M. 2008. "Multiple Inference and Gender Differences in the Effects of Early Intervention: A Reevaluation of the Abecedarian, Perry Preschool, and Early Training Projects." *Journal of the American Statistical Association* 103(484): 1481 – 1495. <http://amstat.tandfonline.com/loi/uasa20>.
 - b. * (but you only need to skim it before lab) Blattman, C., E. Green, J. Jamison, M. Lehmann, and J. Annan. 2016. "The Returns to Microenterprise Support among the Ultrapoor: A Field Experiment in Postwar Uganda." *American Economic Journal: Applied Economics* 8(2): 35-64.

Grading Scale (letter grade, points, and Grade points)

A	186-200	4.0
A-	180-185	3.67
B+	160-179	3.33
B	140-159	3.00
B-	100-139	2.67
C	80-99	2.00
E	0-79	0.00

Evaluation of Grades

Item	Percent
Problem sets (12 sets x 5% each)	60%
Empirical paper	40%
	100%

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Attendance

Class attendance is expected. Students should inform instructors of expected absences. Excessive unexcused absences will result in negative consequences.

Cell phones

Cell phones will be turned off and not answered during class. Non-emergency, in-class text messaging is not acceptable.

Make-up Policy

- If you know you will need to makeup an assignment, please contact the instructor as soon as possible.
- Late assignments excused by the instructor can earn at least half credit, as long as assignment keys are not used regardless of whether they are available on Canvas.
- You are welcome to use your classmates as a resource for completing makeup assignments.
- Additional points beyond half credit can be awarded at the discretion of the instructor.

Excused Absences

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies. More info at [UF Attendance and Makeup Policy](#).

E-Learning

There is an e-learning webpage for this course. To access, you need your Gatorlink username and password. The site is at <http://lss.at.ufl.edu/>. Click the “e-learning in Canvas” button. If you have difficulty accessing the page, contact UF computing Help Desk at (352) 392-HELP. Note that E-learning page may not be working the first week of class. Grades re posted under the ‘Grades’ tab and assignments will be posted under ‘Assignments’ on the home screen.

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601

- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16085

AEB 7XXX Econometrics Seminar in Discrete Choice Methods

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/9/2021 2:06:25 PM
Updated	4/13/2021 10:51:36 AM
Description of request	Proposal for new PhD course in Food and Resource Economics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad New Class.pdf					4/9/2021
AEB 7XXX Econometrics Seminar in Discrete Choice Methods.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16085

Info

Request: AEB 7XXX Econometrics Seminar in Discrete Choice Methods

Description of request: Proposal for new PhD course in Food and Resource Economics

Submitter: Lisa House lahouse@ufl.edu

Created: 4/9/2021 1:59:19 PM

Form version: 1

Responses

Recommended Prefix AEB

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Econometrics Seminar in Discrete Choice Methods

Transcript Title Discrete Choice Econometrics

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Seminar on econometrics and economics of discrete choice models, with focus on correct application of empirical methods, and correct interpretation of their results under the light of sound economic theory.

Prerequisites AEB 7571 or ECO 7424,

Co-requisites N/A

Rationale and Placement in Curriculum This is an elective for the PhD program in Food and Resource Economics, and may be of interest to graduate students in Economics or related fields. This course provides instruction and experience for students in designing, conducting, and interpreting econometrics methods related to discrete choice models frequently used in food and resource economics.

Course Objectives 1. Compare and contrast the most important discrete choice models available.

2. Implement correct methods to estimate discrete choice models.

3. Program your own models for estimation, including simulation procedures.

4. Apply your knowledge to choice decisions in different settings.

Course Textbook(s) and/or Other Assigned Reading Recommended textbooks:

Weekly Schedule of Topics Week 1

- Review of syllabus and general course overview.
- Introducing discrete choice and drawing from densities.
- Properties of Discrete Choice Model
- Logit

Week 2

- Numerical Maximization
- Generalized Extreme Value
- Nested Logit

Week 3

- Mixed Logit
- o Start Problem Set 4
- Individual Level Coefficients

Week 4

- Probit
- Variance Reduction and Simulation Assisted Classical Estimation

Week 5

- Bayesian Estimation
- Hierarchical Bayes Estimation of Mixed Logit

Week 6

- Endogeneity: BLP, Control Functions, Latent instruments

Grading Scheme Grading Scale

PercentGrade Grade Points

93.0 - 100.0	A	4.00
90.0 - 92.9	A-	3.67
87.0 - 89.9	B+	3.33
83.0 - 86.9	B	3.00
80.0 - 82.9	B-	2.67
77.0 - 79.9	C+	2.33
73.0 - 76.9	C	2.00
70.0 - 72.9	C-	1.67
67.0 - 69.9	D+	1.33
63.0 - 66.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

Evaluation of Grades

Item Points Percent

Problem sets (5 sets) 40 points total (8 points each) 40%

Brief weekly or bi-weekly presentations + discussion questions 30 points total
30%

Reading assessments (5) 20 points total (4 points each) 20%

In-class participation/effort and attendance 10 points total 10%

Total 100 points 100%

Instructor(s) Pilar Useche

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Econometrics Seminar in Discrete Choice Methods
AEB 7XXX, Section XXXX, Class # XXXXX (3 credit hours)

Class periods: MTWRF 2
Location: MCCB 2102
Academic Term: Summer 2022

Instructor:

Dr. Pilar Useche
1091 McCarty Hall B
294-7665
useche@ufl.edu

Office Hours: Monday, Wednesday and Thursday, 11 am - noon, or by appointment

Course description

Seminar on econometrics and economics of discrete choice models, with focus on correct application of empirical methods, and correct interpretation of their results under the light of sound economic theory.

Course Prerequisites

AEB 7571 Econometric Methods I or ECO 7424 Econometric Models and Methods or consent of instructor

Course Objectives

When you complete this course, you should be able to:

1. Compare and contrast the most important discrete choice models available.
2. Implement correct methods to estimate discrete choice models.
3. Program your own models for estimation, including simulation procedures.
4. Apply your knowledge to choice decisions in different settings.

Topic Outline

Week 1

- Review of syllabus and general course overview.
- Introducing discrete choice and drawing from densities.
- Properties of Discrete Choice Model
- Logit
 - Start Problem Set 1

Readings:

1. Textbook, Ch. 1 and Sections 9.1-9.2, Ch. 2 and 3
2. D. McFadden, "Conditional Logit Analysis of Qualitative Choice Behavior" in P. Zarembka (ed.), *Frontiers of Econometrics*, New York, NY, Academic Press, 1974

3. K. Train, "A Validation Test of a Disaggregate Mode Choice Model", *Transportation Research*, Vol. 12, pp. 167-174, 1978.

Week 2

- Numerical Maximization
 - Start Problem Set 2
- Generalized Extreme Value
- Nested Logit
 - Start Problem Set 3

Readings:

1. Textbook, Ch. 8, Ch 4.
2. D. McFadden, "Modeling the Choice of Residential Location" in A. Karlquist, et al (eds.), *Spatial Interaction Theory and Planning Models*, Amsterdam, North-Holland Publishing Company, 1978.
3. K. Train, *Qualitative Choice Analysis*, Cambridge, MA, MIT Press, 1986, C. 8: Automobile Ownership and Use
4. K. Train, D. McFadden, and M. Ben-Akiva, "The Demand for Local Telephone Service: A Fully Discrete Model of Residential Calling Patterns and Service Choices", *RAND Journal of Economics*, Vol. 18, No. 1, pp 109-123, 1987.

Week 3

- Mixed Logit
 - Start Problem Set 4
- Individual Level Coefficients

Readings:

1. Textbook, Ch. 6, Ch 11.
2. D. Revelt and K. Train, "Mixed Logit with Repeated Choices," *Review of Economics and Statistics*, VOL. LXXX, No. 4, pp 647-+67, 1998.
3. D. Brownstone and K. Train, "Forecasting New Product Penetration with Flexible Substitution Patterns," *Journal of Econometrics*, Vol 89, No 1-2, pp 109-129, 1998/99.
4. D. McFadden and K. Train, "Mixed MNL Models of Discrete Response", *Journal of Applied Econometrics*, Vol. 15, No. 5, pp 447-470, 2000.
5. K. Train, "Recreation Demand Models with Taste Variation", *Land Economics*, Vol. 74, No. 2, pp 230-239, 1998.
6. K. Train and M. Weeks, "Discrete Choice Models in Preference Space and Willingness-to-pay Space", in *Applications of Simulation Methods in Environmental and Resource Economics*, R. Scarpa and A. Alberini, eds. Springer Dordrecht, 2005.
7. P. Useche, Barham, Bradford L. and Foltz, Jeremy D., Integrating Technology Traits and Producer Heterogeneity: A Mixed-Multinomial Model of Genetically Modified Corn Adoption. *American Journal of Agricultural Economics*, Vol. 91, No. 2, pp 444-461, May 2009.

8. J. Walker, M. Ben-Akiva, and D. Bolduc, "Identification of Parameters in Normal Error Component Logit Mixture (NECLM) Models," *Journal of Applied Econometrics*, Vol. 22, pp 1025-1095, 2007.

Week 4

- Probit
- Variance Reduction and Simulation Assisted Classical Estimation

Readings:

1. Textbook, Ch. 5, Sect. 9.3, Ch. 10.
2. J. Hausman and D. Wise, "A Conditional Probit Model for Qualitative Choice: Discrete Decisions Recognizing Interdependence and Heterogenous Preferences," *Econometrica*, Vol. 48, No. 2, pp. 403-426, 1978.
3. S. Lerman and C. Manski, "On the Use of Simulated Frequencies to Approximate Choice Probabilities," in C. Manski and D. McFadden (eds.), *Structural Analysis of Discrete Data with Econometric Applications*, Cambridge, MA, MIT Press, 1981.
4. M. Ben-Akiva and D. Bolduc, "Multinomial Probit with a Logit Kernel and a General Parametric Specification of the Covariance Structure," working paper, 1996, Department d'Economie, Universite Laval, Quebec, Canada.
A. Boersch-Supan and V. Hajivassiliou, "Smooth Unbiased Multivariate Probability Simulators for Maximum Likelihood Estimation of Limited Dependent Variables," *Journal of Econometrics*, Vol. 58, pp. 347-368, 1993.
5. V. Hajivassiliou, D. McFadden, and P. Ruud, "Simulation of Multivariate Normal Rectangle Probabilities and Their Derivatives," *Journal of Econometrics*, Vol. 72, No. 1- 2, pp. 85-134, 1996.

Week 5

- Bayesian Estimation
- Hierarchical Bayes Estimation of Mixed Logit
- Problem Set 5 Available

Readings:

1. Textbook, Ch. 12
2. S. Chib and E. Greenberg, "Understanding the Metropolis-Hastings Algorithm," *The American Statistician*, Vol. 49, pp. 327-335, 1995.
3. J. Huber and K. Train, "On the Similarity of Classical and Bayesian Estimates of Individual Mean Partworths," *Marketing Letters*, Vol. 12, No. 3, pp. 257-267, 2001.
4. J. Albert and S. Chib, "Bayesian Analysis of Binary and Polychotomous Response Data," *Journal of the American Statistical Association*, Vol. 88, No. 422, pp.669-679, 1993.

Week 6

- Endogeneity: BLP, Control Functions, Latent instruments

Readings:

1. Textbook, Ch. 13.
2. S. Berry, "Estimating Discrete Choice Models of Product Differentiation," *The Rand Journal of Economics*, Vol. 25, No. 2, pp. 242-262, 1994.
3. S. Berry, A. Pakes, and J. Levinsohn, "Automobile Prices in Equilibrium," *Econometrica*, Vol. 63, No. 4, pp. 841-890, 1995.
4. S. Berry, A. Pakes, and J. Levinsohn, "Differentiated Products Demand Systems from a Combination of Micro and Macro Data: The New Vehicle Market," *of Political Economy*, Vol. 112, No. 1, pp. 68-105, 2004.
5. K. Train and C. Winston, "Vehicle Choice Behavior and the Declining Market of US Automakers," *International Economic Review*, Vol. 48, No. 4, pp. 1469-1496, 2007
6. Petrin and K. Train, "A Control Function Approach to Endogeneity in Consumer Choice Models," *Journal of Marketing Research*, Vol. 47, No. 1, pp. 3-13, 2010.

Material and Supply Fees

None

Required Textbooks

None

Recommended Textbooks/Materials

Train, K. (2012) *Discrete Choice Methods with Simulation*, Cambridge University Press, Cambridge.

Louviere JJ, Hensher DA & Swait JF (2000) *Stated Choice Methods and Analysis*. Cambridge: Cambridge University Press.

Green, W. (2012) *Econometric Analysis*, Prentice Hall (Pearson). Selected Chapters.

Other papers relevant to the use or design of discrete choice methods

Choice of a beef product

Jae Bong Chang and Jayson L. Lusk (2010) "Mixed logit models: accuracy and software choice", *Journal of Applied Econometrics*.

Chang, J.B., J.L. Lusk, and F.B. Norwood (2009) "How Closely Do Hypothetical Surveys and Laboratory Experiments Predict Field Behavior?" *American Journal of Agricultural Economics*, 91, pp. 518-34.

References: Journal of Applied Econometrics data archive : <http://jae.wiley.com/jae/> .

Choice of Brand for Crackers, Catsup and Yogurt

Jain, Dipak C., Naufel J. Vilcassim and Pradeep K. Chintagunta (1994) “A random-coefficients logit brand-choice model applied to panel data”, *Journal of Business and Economics Statistics*, 12(3), 317.

References: Journal of Business Economics and Statistics website:

<http://www.amstat.org/publications/jbes/>

Choice of Brand for Crackers 2

Jain, Dipak C., Naufel J. Vilcassim and Pradeep K. Chintagunta (1994) “A random-coefficients logit brand-choice model applied to panel data”, *Journal of Business and Economics Statistics*, 12(3), 317.

Paap, R. and Philip Hans Frances (2000) “A dynamic multinomial probit model for brand choices with different short-run effects of marketing mix variables”, *Journal of Applied Econometrics*, 15(6), 717–744.

Choice of Brand for Ketchup

Kim, Byong-Do, Robert C. Blattberg and Peter E. Rossi (1995) “Modeling the distribution of price sensitivity and implications for optimal retail pricing”, *Journal of Business Economics and Statistics*, 13(3), 291.

Choice of Brand for Tuna

Kim, Byong-Do, Robert C. Blattberg and Peter E. Rossi (1995) “Modeling the distribution of price sensitivity and implications for optimal retail pricing”, *Journal of Business Economics and Statistics*, 13(3), 291.

Choice of Fishing Mode

Herriges, J. A. and C. L. Kling (1999) “Nonlinear Income Effects in Random Utility Models”, *Review of Economics and Statistics*, 81, 62-72.

References Cameron, A.C. and P.K. Trivedi (2005) *Microeconometrics: methods and applications*, Cambridge, pp. 463–466, 486 and 491–495.

Mode Choice for the Montreal-Toronto Corridor

Bhat, Chandra R. (1995) “A heteroscedastic extreme value model of intercity travel mode choice”, *Transportation Research Part B*, 29(6), 471-483.

Koppelman Franck S. and Chieh-Hua Wen (2001) “The paired combinatorial logit model: properties, estimation and application”, *Transportation Research Part B*, 75-89.

Wen, Chieh-Hua and Franck S. Koppelman (2001) “The generalized nested logit model”, *Transportation Research Part B*, 627-641.

Ranked data for gaming platforms

Denis Fok, Richard Paap, and Bram van Dijk (2010) “A Rank-Ordered Logit Model with Unobserved Heterogeneity in Ranking Capabilities”, *Journal of Applied Econometrics*

Choice among residential telephone service options for local calling

Walker J.L., Ben-Akiva M. and D. Bolduc (2007) “Identification of parameters in normal error component logit-mixture (NECLM) models”, *Journal of Applied Econometrics*, 22, 1095–1125.
Train K.E., Mc Fadden D. and M. Ben-Akiva (1987) “The demand for local telephone service: a fully discrete model of residential calling patterns and service choices”, *Rand Journal of Economics*, 18(1), 109–123

Stated Preference Performance

Chang, J.B., J.L. Lusk, and F.B. Norwood (2009) “How Closely Do Hypothetical Surveys and Laboratory Experiments Predict Field Behavior?” *American Journal of Agricultural Economics*, 91, pp. 518-34.

Stated Preferences survey for a toll road

Kenneth A. Small, Clifford Winston, Jia Yan (2005) “Uncovering the distribution of motorists’ preferences for travel time and reliability”, *Econometrica*, 73(4), 1367-1382.

Stated Preferences for Train Traveling

Meijer, Erik and Jan Rouwendal (2005) “Measuring welfare effects in models with random coefficients”, *Journal of Applied Econometrics*, forthcoming.
Ben-Akiva, M., D. Bolduc and M. Bradley (1993) “Estimation of travel choice models with randomly distributed values of time”, *Transportation Research Record*, 1413, 88–97.

Carson, R.T., L. Wilks and D. Imber (1994) “Valuing the preservation of Australia’s Kakadu conservation zone”, *Oxford Economic Papers*, 46, 727–749.

Discrete Choice and Social Networks

Francisco X. Aguilar, Zhen Cai, Brett Butler, Yanguang Chen. (2017) Proximal Association of Land Management Preferences: Evidence from Family Forest Owners. *PLOS ONE* 12:1, e0169667.

T. J. Richards, S. F. Hamilton, W. J. Allender. (2014) Social Networks and New Product Choice. *American Journal of Agricultural Economics* 96:2, 489-516.

Elisabetta Cherchi. (2017) A stated choice experiment to measure the effect of informational and normative conformity in the preference for electric vehicles. *Transportation Research Part A: Policy and Practice* 100, 88-104.

Fangfang Wei, Ning Jia, Shoufeng Ma. (2016) Day-to-day traffic dynamics considering social interaction: From individual route choice behavior to a network flow model. *Transportation Research Part B: Methodological* 94, 335-354.

Susan Pike, Mark Lubell. (2016) Geography and social networks in transportation mode choice. *Journal of Transport Geography* 57, 184-193.

Michael Maness, Cinzia Cirillo. (2016) An indirect latent informational conformity social influence choice model: Formulation and case study. *Transportation Research Part B: Methodological* 93, 75-Caspar G. Chorus. (2015)

Models of moral decision making: Literature review and research agenda for discrete choice analysis. *Journal of Choice Modelling* 16, 69-85.

Frank Goetzke, Tilmann Rave. (2015) Automobile access, peer effects and happiness. *Transportation* 42:5, 791-805.

Frank Goetzke, Regine Gerike, Antonio Pérez, Elenna Dugundji. (2015) Social interactions in transportation: analyzing groups and spatial networks. *Transportation* 42:5, 723-731.

Michael Maness, Cinzia Cirillo, Elenna R. Dugundji. (2015) Generalized behavioral framework for choice models of social influence: Behavioral and data concerns in travel behavior. *Journal of Transport Geography* 46, 137-150.

Food, Valuation & Experiments

Drichoutis, Andreas C. & Lusk, Jayson L. & Pappa, Valentina, 2016. "Elicitation formats and the WTA/WTP gap: A study of climate neutral foods," *Food Policy*, Elsevier, vol. 61(C), pages 141-155.

Marette, Stéphan & Martin, Christophe & Bouillot, Fabienne, 2017. "Two experiments in one: How accounting for context matters for welfare estimates," *Food Policy*, Elsevier, vol. 66(C), pages 12-24.

McFadden, Brandon R. & Lusk, Jayson L., 2015. "Cognitive biases in the assimilation of scientific information on global warming and genetically modified food," *Food Policy*, Elsevier, vol. 54(C), pages 35-43.

Disdier, Anne-Célia & Marette, Stéphan, 2012. "How do consumers in developed countries value the environment and workers' social rights in developing countries?," *Food Policy*, Elsevier, vol. 37(1), pages 1-11.

Marette, Stéphan & Messéan, Antoine & Millet, Guy, 2012. "Consumers' willingness to pay for ecofriendly apples under different labels: Evidences from a lab experiment," *Food Policy*, Elsevier, vol. 37(2), pages 151-161.

Grading Scale

Percent	Grade	Grade Points
93.0 - 100.0	A	4.00
90.0 - 92.9	A-	3.67
87.0 - 89.9	B+	3.33
83.0 - 86.9	B	3.00
80.0 - 82.9	B-	2.67
77.0 - 79.9	C+	2.33
73.0 - 76.9	C	2.00
70.0 - 72.9	C-	1.67
67.0 - 69.9	D+	1.33
63.0 - 66.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

Evaluation of Grades

Item	Points	Percent
Problem sets (5 sets)	40 points total (8 points each)	40%
Brief weekly or bi-weekly presentations + discussion questions	30 points total	30%
Reading assessments (5)	20 points total (4 points each)	20%
In-class participation/effort and attendance	10 points total	10%
Total	100 points	100%

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Attendance & Class Expectations

Attendance is important; the student's success in this class is dependent on their participation and amount of quality of effort expended. Students are held responsible for material covered in class. As a courtesy to fellow students and instructor, students are expected to arrive on time. If the student is unable to arrive on time because of extenuating circumstances, the student is strongly encouraged to meet with the instructor during the first week of class.

Tardiness

More than two late arrivals/early departures will reduce the student's grade by one point (for each late arrival/early departure). More than one non-documented absence will reduce the grade by two points (for each additional absence).

Late assignments

Late assignments will be penalized at a rate of 1% of the total points per hour. This is, if the assignment is worth 100 (10) points, you will lose 1 (0.1) point for every hour that the submission is late.

Excused Absences

Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information: [Attendance Policies](#).

Make-up Work

There will be no make-up work for missed assignments.

Exams

No exams will be given.

Cell phones and laptops

Laptops are only permitted to be used in class for the purpose of using statistical and econometric software. If students want to review readings during class, they will need to bring a printed copy. Text messaging, cell phones, and other forms of cyber communication are not to be used in class.

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

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Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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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, the University will take disciplinary action as appropriate.

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The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

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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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601
- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16086

AEB 7XXX Mathematical Statistics for Applied Econometrics

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/9/2021 2:30:04 PM
Updated	4/13/2021 10:52:32 AM
Description of request	Proposal for a new PhD course in Food and Resource Economics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad New Class.pdf					4/9/2021
AEB 7XXX Mathematical Statistics for Applied Economics.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16086

Info

Request: AEB 7XXX Mathematical Statistics for Applied Econometrics

Description of request: Proposal for a new PhD course in Food and Resource Economics

Submitter: Lisa House lahouse@ufl.edu

Created: 4/9/2021 2:23:14 PM

Form version: 1

Responses

Recommended Prefix AEB

Course Level 7

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Mathematical Statistics for Applied Econometrics

Transcript Title Math Stats for Applied Econ

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Develops statistical foundations used in agricultural economics, including microeconomic theory, econometrics, production economics, and financial economics.

Prerequisites STA 6166

Co-requisites N/A

Rationale and Placement in Curriculum This is a required course for PhD students in Food and Resource Economics. The goal is to teach students the statistical basis for econometric analysis used commonly in agricultural economics.

Course Objectives 1. Differentiate between probability distribution types and discuss the relevance as related to econometric analysis.

2. Discuss the implications of large samples on econometric analysis.
3. Conduct data analyses using the methodologies covered in this course.
4. Select the most appropriate methods to analyze data as presented.
5. Correctly establish hypothesis testing in econometric analysis.
6. Properly interpret the results of these analyses.

Course Textbook(s) and/or Other Assigned Reading • Moss, Charles B. 2014. Mathematical Statistics for Applied Econometrics. Boca Raton, FL: CRC Press

• Salsburg, D. 2002. New York: Holt Paperbacks. A Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century.

Weekly Schedule of Topics Week 1

- I. Introduction
 - a. Defining Mathematical Statistics
 - b. Introduction to Statistics, Probability & Econometrics

Week 2 & 3

- II. Random Variables and Probability Distributions

- a. Random variables and probability distributions:
 - b. An applied Sabbatical
 - i. Basics of Crop Insurance
 - ii. Estimating distribution functions of Crop Yields
 - iii. Comparing Distribution Functions Out-Of-Sample
- Week 4
- III. Moments and Moment Generating Functions
 - a. Mean and Higher Moments
 - b. Moments of More than One Random Variable
 - c. Moment Generating Functions
- Week 5 & 6
- IV. Binomial and Normal Random Variables
 - a. Binomial Random Variables
 - b. Normal Random Variables
 - c. Bivariate and Multivariate Normal Random Variables
- Week 7 & 8
- V. Large Sample and Asymptotic Theory
 - a. Large Sample Theory
 - b. Limits and the Law of Large Numbers
 - c. Empirical Examples of the Central Limit Theorem
 - VI. Point Estimation
 - a. Definition of an Estimator
 - b. Properties of Estimators and Sufficient Statistics
 - c. Concentrated Likelihood Functions, Normal Equations, and Properties of Maximum Likelihood
- Week 11 & 12
- VII. Interval Estimation
 - a. Interval Estimation
 - b. Bayesian Estimation and Confidence Intervals
- Week 13 & 14
- VIII. Testing Hypotheses
 - a. Type I and Type II Errors and the Neyman-Pearson Lemma
 - b. Composite Tests and the Likelihood Ratio Tests
 - c. Examples of Multivariate Testing
- Week 15
- IX. Elements of Matrix Analysis
 - a. Review of Matrix Algebra and Vector Spaces
 - b. Vector Spaces and Eigenvalues
- Week 16
- X. Bivariate and Multivariate Regression
 - a. Simple Linear Regression
 - b. Distribution of Estimates and Multivariate Regression

Grading Scheme Grading Policy
Percent Grade Grade Points

96.0 - 100.0	A	4.00
92.0 – 95.9	A-	3.67
88.0 – 91.9	B+	3.33
84.0 – 87.9	B	3.00
80.0 – 83.9	B-	2.67
76.0 – 79.9	C+	2.33
72.0 – 75.9	C	2.00
68.0 - 71.9	C-	1.67
64.0 - 67.9	D+	1.33
60.0 - 63.9	D	1.00
56.0 - 59.9	D-	0.67
0 - 55.9		

E 0.00

Evaluation of Grades

Assignment	Percentage of Final Grade
Homework (approximately 6 assignments)	20%
2 Midterm Exams (25% each)	

50%
Final Exam

30%
Total

100%

Instructor(s) Charles Moss
Attendance & Make-up Yes
Accommodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Mathematical Statistics for Applied Econometrics
AEB XXXX, section XXXX, class #XXXXXX (3 credit hours)

Class Meeting Times: MWF 6 (12:50 – 1:45)

Location: 3124 McCarty B (MCCB)

Academic Term: Fall 2021

Instructor

Charles B. Moss
1175 McCarty Hall A
cbmoss@ufl.edu
352-294-7630

Office Hours: Monday & Wednesday 10:45 a.m. – 12:00 p.m., or by appointment

Course Description

Develops statistical foundations used in agricultural economics, including microeconomic theory, econometrics, production economics, and financial economics.

Course Prerequisites

STA 6166 or equivalent.

Course Objectives

Upon successful completion of this course, you should be able to:

1. Differentiate between probability distribution types and discuss the relevance as related to econometric analysis.
2. Discuss the implications of large samples on econometric analysis.
3. Conduct data analyses using the methodologies covered in this course.
4. Select the most appropriate methods to analyze data as presented.
5. Correctly establish hypothesis testing in econometric analysis.
6. Properly interpret the results of these analyses.

Materials and Supply Fees

None

Required Textbooks

- Moss, Charles B. 2014. *Mathematical Statistics for Applied Econometrics*. Boca Raton, FL: CRC Press
- Salsburg, D. 2002. New York: Holt Paperbacks. *A Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century*.

Topic Outline

Week 1

- I. Introduction
 - a. Defining Mathematical Statistics (Moss 1, Salsburg 1)
 - b. Introduction to Statistics, Probability & Econometrics (Moss 2, Salsburg 2)

Week 2 & 3 (homework set #1)

- II. Random Variables and Probability Distributions
 - a. Random variables and probability distributions: I (Moss 3.1-3.4, Salsburg 3)
 - b. Random Variables and Probability Distributions: II (Moss 3.5-3.7, Salsburg 4)
 - c. An applied Sabbatical (Moss 3.8, Salsburg 5)
 - i. Basics of Crop Insurance – Nelson, C.H. 1990. The Influence of Distributional Assumptions on the Calculation of Crop Insurance Premia. *North Central Journal of Agricultural Economics* 12(1): 71-78
 - ii. Estimating distribution functions of Crop Yields 0 Moss, C.B. and J.S. Shonkwiler. 1993. Estimating Yield Distributions with a Stochastic Trend and Nonnormal Errors. *American Journal of Agricultural Economics* 75(4): 1056-62
 - iii. Comparing Distribution Functions Out-Of-Sample – Norwood, B., M.C. Roberts, and J.L. Lusk. 2004. Ranking Crop Yield Models Using Out-Of-Sample Likelihood Functions. *American Journal of Agricultural Economics* 86(4): 1032-43.

Week 4 (homework set #2)

- III. Moments and Moment Generating Functions
 - a. Mean and Higher Moments (Moss 4.1-4.2, Salsburg 6)
 - b. Moments of More than One Random Variable (Moss 4.3-4.4, Salsburg 7)
 - c. Moment Generating Functions (Moss 4.5, Salsburg 8)

Week 5 (homework set #3) & 6

- IV. Binomial and Normal Random Variables
 - a. Binomial Random Variables (Moss 5.1, Salsburg 9)
 - b. Normal Random Variables (Moss 5.2-5.3, Salsburg 10)
 - c. Bivariate and Multivariate Normal Random Variables (Moss 5.4, Salsburg 11)

Test I

Week 7 & 8 (homework set #4)

- V. Large Sample and Asymptotic Theory
 - a. Large Sample Theory (Moss 6.1-6.2, Salsburg 12)
 - i. White, H. 199. Asymptotic Theory for Econometricians Revised Edition. San Diego, CA: Academic Publishers
 - b. Limits and the Law of Large Numbers (Moss 6.3-6.5, Salsburg 13)
 - i. Almost Sure Convergence (White Chapter (II)
 - ii. Asymptotic Normality (White Chapter III)
 - c. Empirical Examples of the Central Limit Theorem (Salsburg 14)

Week 9 & 10 (homework set #5)

- VI. Point Estimation
 - a. Definition of an Estimator (moss 7.1-7.2, Salsburg 15)
 - b. Properties of Estimators and Sufficient Statistics (Moss 7.3-7.4, Salsburg 16)
 - c. Concentrated Likelihood Functions, Normal Equations, and Properties of Maximum Likelihood (Moss 7.5-7.7, Salsburg 17)

Week 11 & 12 (homework set #6)

VII. Interval Estimation

- a. Interval Estimation (Moss 8.1)
- b. Bayesian Estimation and Confidence Intervals (Moss 8.2-8.3, Salsburg 18)

Week 13 & 14

VIII. Testing Hypotheses

- a. Type I and Type II Errors and the Neyman-Pearson Lemma (Moss 9.1-9.2, Salsburg 19)
- b. Composite Tests and the Likelihood Ratio Tests (Moss 9.3-9.6, Salsburg 20)
- c. Examples of Multivariate Testing (Salsburg 21)

Test II

Week 15

IX. Elements of Matrix Analysis

- a. Review of Matrix Algebra and Vector Spaces (Moss 10.1-10.2, Salsburg 22)
- b. Vector Spaces and Eigenvalues (Moss 10.14-10.5, Salsburg 23)

Week 16

X. Bivariate and Multivariate Regression

- a. Simple Linear Regression (Moss 11.1, Salsburg 25)
- b. Distribution of Estimates and Multivariate Regression (Moss 11.2-11.5, Salsburg 28)

Final Exam: December 12, 12:30 – 2:30

Grading Policy

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96.0 - 100.0	A	4.00
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Assignment	Percentage of Final Grade
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Final Exam	30%
Total	100%

Grades and Grade Points

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Attendance Policy

Attendance is not required, but students should attend in order to keep up with the pace of the course. Students should not arrive late or leave early.

Cellphone/Laptop Policy

Cell phones and laptops must be turned off.

Makeup Policy

Missed exams and homework due to illness require documentation of absence by a physician. Must be submitted within one week of absence.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at [UF Attendance and Makeup Policy](#).

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
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 - Outreach and consultation
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- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 15981

Course Addition: AEC 5XXX Digital Media Production in ANR

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Elizabeth Whitehead liz.whitehead@ufl.edu
Created	3/16/2021 2:02:38 PM
Updated	3/17/2021 11:18:09 AM
Description of request	To add a new course that aligns the skills/concepts that Dr. Telg has been teaching our graduate students under our special topic course 6932 for the last three years.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		3/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 15981

Info

Request: Course Addition: AEC 5XXX Digital Media Production in ANR

Description of request: To add a new course that aligns the skills/concepts that Dr. Telg has been teaching our graduate students under our special topic course 6932 for the last three years.

Submitter: Elizabeth Whitehead liz.whitehead@ufl.edu

Created: 3/17/2021 11:19:37 AM

Form version: 3

Responses

Recommended Prefix AEC

Course Level 5

Course Number 542

Category of Instruction Introductory

Lab Code None

Course Title Digital Media Production in Agriculture and Natural Resources

Transcript Title Digital Media Prod. in ANR

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course focuses on the role of digital media production in agriculture and natural resources.

Prerequisites N/A

Co-requisites N/A

Rationale and Placement in Curriculum Agricultural communication graduate students need the skills of digital video/print design/photography production and the ability to examine and critique agricultural and natural resources visual messages. Therefore, the department is requesting the approval of a 5000-level course on digital media production in agriculture and natural resources. Technically, this would be an OLD "new" course. Ricky Telg had taught AEC 5541 for many years, with course content focused on digital media production in communication and educational settings. When Jamie Loizzo began teaching AEC 5541 two years ago, the course shifted to a focus on mobile technology and electronic field trips for instructional and communication purposes, still within the course's description of "planning and producing written and visual instructional and communication materials for programs in the agricultural and life sciences." The AEC faculty believe the department needs a separate course on digital media production and media critique/assessment in agriculture and natural resources for its students and for students in the College of Agricultural and Life Sciences. Telg has been teaching graduate students these digital media skills/concepts under an AEC 6932 course number for three years.

Course Objectives Plan and perform the digital media production process, produce digital media and materials to support instruction and communication, and examine and critique how agricultural and natural resources topics are presented visually.

Course Textbook(s) and/or Other Assigned Reading Agricultural Communications in Action: A Hands-On Approach by Telg & Irani (2012).
Other course readings are posted on Canvas.

Weekly Schedule of Topics Course schedule

WEEK 1

LECTURE(S): (1) Message Development, (2) Instructional Design and the Production Process, (3) Selecting Technology and Instructional Materials

IN-CLASS: CLASS DISCUSSION

READINGS:

EXAMPLE FINAL PROJECT PROPOSAL, EXAMPLE SCRIPT

TEXT: Introduction to Agricultural Communications: ENTIRE CHAPTER 1

Effective Communication and Message Development: ENTIRE CHAPTER 2

WEEK 2

LECTURE(S):

(1) Media Literacy, (2) Message Sensation

IN-CLASS: CLASS DISCUSSION

WATCH: Jaws w/ no music (<https://www.youtube.com/watch?v=-fnq1s-babs>)

WATCH: Food Lion

(<https://mediasite.video.ufl.edu/Mediasite/Play/95fcd54b04484fe6a9498ed5e80d33171d>)

WATCH: Tamper with Nature

(<https://mediasite.video.ufl.edu/Mediasite/Play/b1275594e7ac478892e0a0933b46fa2b1d>)

READINGS: Is Perception Reality? Improving Agricultural Messages by Discovering How Consumers Perceive Messages

The Power of Words: Exploring Consumers' Perceptions of Words Commonly Associated with Agriculture

Visualizing Values: A Content Analysis to Describe a Value Congruent Video Message Campaign Used in Agriculture

DISCUSS FINAL PROJECT IDEAS

WEEK 3

LECTURE(S): Persuasion, story, advertising, and documentaries

IN-CLASS: CLASS DISCUSSION

TEXT: Persuasion and Persuasive Informational and Educational Campaigns: ENTIRE CHAPTER 15

Communications Campaign Development: ENTIRE CHAPTER 17

WATCH:

From 39:27 to 46:03 of the 2004 PBS Frontline episode titled The Persuaders

(<http://www.pbs.org/wgbh/frontline/film/showspersuaders/>).

WATCH: Chipotle "Scarecrow" (<https://www.youtube.com/watch?v=lUtnas5ScSE>)

WATCH: God Made a Farmer (<https://www.youtube.com/watch?v=AMpZ0TGjbWE>)

WATCH: RAM Truck response (<http://www.youtube.com/watch?v=0HHZw9bsVrE>)

WATCH: Documentary GMO OMG

(<https://mediasite.video.ufl.edu/Mediasite/Play/84447bea00014e04b0c6b28c4670c6c41d>)

READINGS: Postsecondary Students' Reactions to Agricultural Documentaries: A Qualitative Analysis

Consumer Perceptions of the U.S. Agriculture Industry Before and After Watching the Film Food, Inc.

Changing Appetites & Changing Minds: Measuring the Impact of Food, Inc.

WEEK 4

LECTURE(S): Video Shooting

IN-CLASS: SHOOT VIDEO

TEXT: Video and Audio Production (pp. 180-182, 187-194, 199), Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web

WATCH: Example videos from IFAS Research Discoveries YouTube channel:

https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

WATCH: Example videos from Florida Museum of Natural History's YouTube channel:
<https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>
DUE: FINAL PROJECT: Proposal

WEEK 5
LECTURE(S):

Audio and Lighting

IN-CLASS: SHOOT VIDEO

TEXT: Video and Audio Production (pp. 180-182, 187-194, 199), Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web

WATCH: Example videos from IFAS Research Discoveries YouTube channel:
https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

WATCH: Example videos from Florida Museum of Natural History's YouTube channel:
<https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>

WEEK 6

LECTURE(S): Video Editing

LECTURE(S): Adobe Premiere Tutorial videos

IN-CLASS: ADOBE PREMIERE

TEXT: Video and Audio Production (pp. 196-199), Video Editing Concepts

WEEK 7

LECTURE(S):

(1) Storytelling, Scripting, (2) Storyboarding

LECTURE(S): Adobe Premiere Tutorial videos

IN-CLASS: ADOBE PREMIERE

TEXT: Video and Audio Production (pp. 184-187), Script Writing, News Writing for TV and Radio Stories

Media Writing (p. 86-91), News Writing for TV and Radio Stories

READINGS: Downloadable two-column script (in Word)

Example scripts (1, 2, 3)

DUE: FINAL PROJECT: Location Scout

WEEK 8

LECTURE(S):

(1) Photography, (2) Photo Composition, (3) Photo Editing

LECTURE(S): Adobe Photoshop Tutorial Videos

IN-CLASS: ADOBE PHOTOSHOP

TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9

DUE: PRACTICE VIDEO PROFILE + SHOOTING CRITIQUE

WEEK 9

DUE: MEDIA ANALYSIS/LITERACY PAPER

DUE: MEDIA ANALYSIS/LITERACY PRESENTATION

WEEK 10

EXAM 1

LECTURE(S):

Print Layout and Design

LECTURE(S): Adobe InDesign Tutorial Videos

IN-CLASS: ADOBE INDESIGN

TEXT:

Document Design: ENTIRE CHAPTER 6

WEEK 11

LECTURE(S): Brochures, Fliers, and Posters

LECTURE(S): Adobe InDesign Tutorial Videos

IN-CLASS: ADOBE INDESIGN

TEXT:

Document Design: ENTIRE CHAPTER 6

DUE: FINAL PROJECT: B-roll, interview, photos, critique

WEEK 12

LECTURE(S): Visual communication

IN-CLASS: CLASS DISCUSSION

TEXT: Visual Communication: ENTIRE CHAPTER 8

READINGS: Does PowerPoint Make Us Stupid?

Is PowerPoint Making Us Stupid?

Why Your Students Forgot Everything on Your PowerPoint Slides

DUE: PRACTICE PRINT ASSIGNMENT

WEEK 13

LECTURE(S):

(1) New Media and Marshall McLuhan, (2) Social Media Best Management Practices, (3) How Companies Use Social Media, (4) Online Presence

IN-CLASS: CLASS DISCUSSION

TEXT: New Media: ENTIRE CHAPTER 12

Future of Agricultural Communications: ENTIRE CHAPTER 18

READINGS: How to Clean Up Your Presence and Make a Great First Impression

5 Reasons to Care About Your Online Presence, and 3 to Forget About It

DUE: FINAL PROJECT: Print draft

DUE: FINAL PROJECT: Video draft

DUE: FINAL PROJECT: PowerPoint draft

WEEK 14

EXAM 2

REVISE DRAFTS

WEEK 15

DUE: FINAL PROJECT: Print final

DUE: FINAL PROJECT: Video final

DUE: FINAL PROJECT: PowerPoint final

DUE: FINAL PROJECT: Presentations

DUE: ONLINE PORTFOLIO

Grading Scheme Grading: For some assignments, you will work in groups. Teamwork is an essential element in digital media production. On group assignments, you will submit a log of your efforts and your teammates' efforts in the development of your projects. All written assignments **MUST** be typed. Following is the grading scale and assignments:

Grading Scale

A = 1023-1100

A- = 990-1022
 B+ = 946-989
 B = 913-945
 B- = 880-912
 C+ = 836-879
 C = 803-835
 C- = 770-802
 D+ = 726-769
 D = 693-725
 D- = 660-692
 E = 659 and below

ASSIGNMENTS

Practice video profile story + analysis (50 + 25)	75	_____
Media analysis/literacy paper	75	_____
Media analysis/literacy presentation	25	_____
Practice print layout + analysis (50 + 25)	75	_____
Online portfolio	100	_____
Final project		
Proposal		

50 _____
 Location scout

	50	_____
Interview/b-roll/photos/critique (30 + 20)	50	_____
Draft video	50	_____
Draft print	25	_____
Draft PowerPoint	25	_____
Final video	100	_____
Final print	75	_____
Final PowerPoint	50	_____
Final project presentation	25	_____
Class skills submissions	50	_____
Exam 1	100	_____
Exam 2	100	_____
	1100	

- Practice video profile: Students will shoot and edit a feature video profile. Additionally, you will critique/assess your finished video.
- Media analysis/literacy presentation and paper: Groups will develop a brief presentation describing how agriculture and natural resources are communicated in a documentary. Students also will submit a paper about the documentary they analyzed.
- Print assignment: Students will create a basic print piece using InDesign software.
- Online portfolio: Students will create an online portfolio of their work.
- Class skills submissions: Students will submit weekly "skills" assignments in class.
- Final project: Students will be divided into up to three-person teams. Teams will be responsible for creating an agriculture/natural resources-related digital media project, which would include the following: shooting and editing a video, designing a print document, creating a PowerPoint presentation, and presenting this to the class.

Instructor(s) Dr. Ricky Telg

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

☒ It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

☒ You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

☐ Submission of a course modification requires both the current version of the course syllabus and the proposed version. NA

☐ Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously. NA

☒ The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

☒ The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

☒ The course schedule should be concise and include the appropriate number of weeks in the semester.

☒ All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

☒ Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

☒ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

☒ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

☒ The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

☐ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

Syllabus MUST contain the following information:

Instructor contact information (and TA if applicable)

Course objectives and/or goals

A weekly course schedule of topics and assignments

Required and recommended textbooks

Methods by which students will be evaluated and their grades determined

A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

It is recommended that syllabi contain the following information:

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class.
4. Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>
University Police Department: 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at: http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

AEC 5XXX: Digital Media Production in Agriculture and Natural Resources

FALL 2021

M 7th (1:55-2:45), W 7-9th (1:55-4:45)

INSTRUCTOR:

Ricky W. Telg, Ph.D.

E-Mail: rwtelg@ufl.edu

101B Bryant Space Science Center

Phone: 352-273-2094

TEACHING ASSISTANT:

OFFICE HOURS: MW 11:30-12:30 and by appointment.

CLASS MEETS in 107 BRYANT HALL

Course outline and general description: *AEC 5XXX* focuses on the role of digital media production in agriculture and natural resources.

Also, students will be introduced to video shooting and editing, digital photography, print design, and media literacy through hands-on experiences. Students will learn skills and knowledge in the following areas:

- Digital video production and editing
- Digital photography
- Print layout and design
- Media literacy

Objectives: After this course, the student should be able to:

- Plan and perform the digital media production process.
- Produce digital media to support instruction and communication.
- Examine and critique how agricultural and natural resources topics are presented in visually.

Text/required readings: Successful students will read assigned materials **before class** and be prepared for discussion with the instructor and fellow students.

- *Agricultural Communications in Action: A Hands-On Approach* by Telg & Irani (2012).
- Other course readings are posted on Canvas.

Equipment and Bryant Hall Mac Lab: High-capacity SD cards will be provided to each student to record video onto. Video camera equipment and still photography cameras are available for reservation. You **MUST** reserve the video or photography equipment in advance. Students are required to use the Online Reservation System (CHEQROOM) to reserve video equipment. User accounts will be created at the beginning of the semester. Students will be assigned to a particular iMac computer for the duration of the semester.

For the video assignments, you may use your own video camera, but you will need to make arrangements with the instructor **prior** to using your own video camera. Also, it is recommended

that you **use your own digital photographic camera** for the photography portion of the class. You are responsible for making sure all equipment is brought back following a video or photography shoot. If equipment does not function properly, **let the instructor know immediately upon your return.**

Grading: For some assignments, you will work in groups. **Teamwork** is an essential element in digital media production. On group assignments, you will submit a log of your efforts and your teammates' efforts in the development of your projects. **All written assignments MUST be typed.** Following is the grading scale and assignments:

Grading Scale

A = 1023-1100
 A- = 990-1022
 B+ = 946-989
 B = 913-945
 B- = 880-912
 C+ = 836-879
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 C- = 770-802
 D+ = 726-769
 D = 693-725
 D- = 660-692
 E = 659 and below

ASSIGNMENTS

Practice video profile story + analysis (50 + 25)	75	_____
Media analysis/literacy paper	75	_____
Media analysis/literacy presentation	25	_____
Practice print layout + analysis (50 + 25)	75	_____
Online portfolio	100	_____
Final project		
Proposal	50	_____
Location scout	50	_____
Interview/b-roll/photos/critique (30 + 20)	50	_____
Draft video	50	_____
Draft print	25	_____
Draft PowerPoint	25	_____
Final video	100	_____
Final print	75	_____
Final PowerPoint	50	_____
Final project presentation	25	_____
Class skills submissions	50	_____
Exam 1	100	_____
Exam 2	100	_____
	1100	

- *Practice video profile:* Students will shoot and edit a feature video profile. Additionally, you will critique/assess your finished video.
- *Media analysis/literacy presentation and paper:* Groups will develop a brief presentation describing how agriculture and natural resources are communicated in a documentary. Students also will submit a paper about the documentary they analyzed.

- *Print assignment:* Students will create a basic print piece using InDesign software.
- *Online portfolio:* Students will create an online portfolio of their work.
- *Class skills submissions:* Students will submit weekly “skills” assignments in class.
- *Final project:* Students will be divided into up to three-person teams. Teams will be responsible for creating an agriculture/natural resources-related digital media project, which would include the following: shooting and editing a video, designing a print document, creating a PowerPoint presentation, and presenting this to the class.

University grading policies: For information about UF grades and grading policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late assignment policy: A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be **strictly** enforced.

Attendance: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Cell phones: Students are asked to turn off their cellular phones before entering the classroom.

Food and drink: Food and drink are **ABSOLUTELY NOT** permitted in the computer lab. The only exception is water bottles with a secure bottle cap.

Linked-In Learning tutorials: The University of Florida has an agreement with Linked-In Learning (formerly Lynda.com) to provide FREE online tutorials to students and faculty on many software programs. If you feel “rusty” with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Linked-In Learning tutorials available through UF e-Learning: <https://elearning.ufl.edu/>.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities, Online Course Evaluation Process

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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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, <http://www.counseling.ufl.edu>
 - Counseling
 - Services Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.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>

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/>

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Materials and Supplies Fee: A materials and supplies fee is collected for this course to pay for costs associated with assignments in this course.

COVID-19 SAFETY PLAN: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions:

- Students and instructors are required to wear a face covering (mask or similar covering) at all times they are in Bryant Space Science Center and within 107 Bryant. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom. Students must maintain at least a 6-foot distance from each other as they enter and leave the room and when they are in the room.
- Students will be assigned to a specific computer for the entire semester. The computer keyboard, mouse, and desk will be sanitized after each class period.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Only seven students will be allowed in the classroom at any time.
- Video equipment will be sanitized after each student use. Reservations will be maintained through the Cheqroom app. Students will bring back the video equipment and an AEC employee or TA will sanitize the equipment before it is available for the next reservation.
- If a student or instructor is unable to attend the class due to illness, the course will be able to be taught in an online-only format. Class meetings will take place at specified times via Zoom.
- In the event the university has to cancel in-person instruction, class meetings will continue through Zoom. Students will continue to have access to pre-recorded lectures.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).
- Because some class sessions of this course will be taught online, the 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.

Course schedule

WEEK 1

LECTURE(S): (1) Message Development, (2) Instructional Design and the Production Process, (3) Selecting Technology and Instructional Materials

IN-CLASS: CLASS DISCUSSION

READINGS: EXAMPLE FINAL PROJECT PROPOSAL, EXAMPLE SCRIPT

TEXT: Introduction to Agricultural Communications: *ENTIRE CHAPTER 1*
Effective Communication and Message Development: *ENTIRE CHAPTER 2*

WEEK 2

LECTURE(S): (1) Media Literacy, (2) Message Sensation

IN-CLASS: CLASS DISCUSSION

WATCH: *Jaws* w/ no music (<https://www.youtube.com/watch?v=-fnq1s-babs>)

WATCH: *Food Lion*
(<https://mediasite.video.ufl.edu/Mediasite/Play/95fcd54b04484fe6a9498ed5e80d33171d>)

WATCH: *Tamper with Nature*
(<https://mediasite.video.ufl.edu/Mediasite/Play/b1275594e7ac478892e0a0933b46fa2b1d>)

READINGS: [Is Perception Reality? Improving Agricultural Messages by Discovering How Consumers Perceive Messages](#)
[The Power of Words: Exploring Consumers' Perceptions of Words Commonly Associated with Agriculture](#)
[Visualizing Values: A Content Analysis to Describe a Value Congruent Video Message Campaign Used in Agriculture](#)

DISCUSS FINAL PROJECT IDEAS

WEEK 3

LECTURE(S): Persuasion, story, advertising, and documentaries

IN-CLASS: CLASS DISCUSSION

TEXT: Persuasion and Persuasive Informational and Educational Campaigns: *ENTIRE CHAPTER 15*
Communications Campaign Development: *ENTIRE CHAPTER 17*

WATCH: From 39:27 to 46:03 of the 2004 PBS Frontline episode titled *The Persuaders* (<http://www.pbs.org/wgbh/frontline/film/showspersuaders/>).

WATCH: *Chipotle "Scarecrow"* (<https://www.youtube.com/watch?v=IUtnas5ScSE>)

WATCH: *God Made a Farmer* (<https://www.youtube.com/watch?v=AMpZ0TGjbWE>)

WATCH: *RAM Truck response* (<http://www.youtube.com/watch?v=0HHZw9bsVrE>)

WATCH: Documentary *GMO OMG*
(<https://mediasite.video.ufl.edu/Mediasite/Play/84447bea00014e04b0c6b28c4670c6c41d>)

READINGS: [Postsecondary Students' Reactions to Agricultural Documentaries: A Qualitative Analysis](#)
[Consumer Perceptions of the U.S. Agriculture Industry Before and After Watching the Film *Food, Inc.*](#)
[Changing Appetites & Changing Minds: Measuring the Impact of *Food, Inc.*](#)

WEEK 4

LECTURE(S): Video Shooting

IN-CLASS: SHOOT VIDEO

TEXT: Video and Audio Production (pp. 180-182, 187-194, 199), *Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web*

WATCH: Example videos from IFAS Research Discoveries YouTube channel:
https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

WATCH: Example videos from Florida Museum of Natural History's YouTube channel:
<https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>

DUE: FINAL PROJECT: Proposal

WEEK 5

LECTURE(S): Audio and Lighting

IN-CLASS: SHOOT VIDEO

TEXT: Video and Audio Production (pp. 180-182, 187-194, 199), *Introduction, Is a Video Production Right for You?, Video Equipment, Audio Equipment, Video Shot Composition, Other Video Considerations, Video Shooting and Editing for the Web*

WATCH: Example videos from IFAS Research Discoveries YouTube channel:
https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

WATCH: Example videos from Florida Museum of Natural History's YouTube channel:
<https://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>

WEEK 6

LECTURE(S): Video Editing

LECTURE(S): Adobe Premiere Tutorial videos

IN-CLASS: ADOBE PREMIERE

TEXT: Video and Audio Production (pp. 196-199), *Video Editing Concepts*

WEEK 7

LECTURE(S): (1) Storytelling, Scripting, (2) Storyboarding

LECTURE(S): Adobe Premiere Tutorial videos

IN-CLASS: ADOBE PREMIERE

TEXT: Video and Audio Production (pp. 184-187), *Script Writing, News Writing for TV and Radio Stories*

Media Writing (p. 86-91), *News Writing for TV and Radio Stories*

READINGS: Downloadable two-column script (in Word)

Example scripts (1, 2, 3)

DUE: FINAL PROJECT: Location Scout

WEEK 8

LECTURE(S): (1) Photography, (2) Photo Composition, (3) Photo Editing
LECTURE(S): Adobe Photoshop Tutorial Videos
IN-CLASS: ADOBE PHOTOSHOP
TEXT: Digital Photography and Photographic Editing: ENTIRE CHAPTER 9
DUE: PRACTICE VIDEO PROFILE + SHOOTING CRITIQUE

WEEK 9

DUE: MEDIA ANALYSIS/LITERACY PAPER
DUE: MEDIA ANALYSIS/LITERACY PRESENTATION

WEEK 10

EXAM 1
LECTURE(S): Print Layout and Design
LECTURE(S): Adobe InDesign Tutorial Videos
IN-CLASS: ADOBE INDESIGN
TEXT: Document Design: ENTIRE CHAPTER 6

WEEK 11

LECTURE(S): Brochures, Fliers, and Posters
LECTURE(S): Adobe InDesign Tutorial Videos
IN-CLASS: ADOBE INDESIGN
TEXT: Document Design: ENTIRE CHAPTER 6
DUE: FINAL PROJECT: B-roll, interview, photos, critique

WEEK 12

LECTURE(S): Visual communication
IN-CLASS: CLASS DISCUSSION
TEXT: Visual Communication: ENTIRE CHAPTER 8
READINGS: [Does PowerPoint Make Us Stupid?](#)
[Is PowerPoint Making Us Stupid?](#)
[Why Your Students Forgot Everything on Your PowerPoint Slides](#)
DUE: PRACTICE PRINT ASSIGNMENT

WEEK 13

LECTURE(S): (1) New Media and Marshall McLuhan, (2) Social Media Best Management Practices, (3) How Companies Use Social Media, (4) Online Presence

IN-CLASS: CLASS DISCUSSION

TEXT: New Media: *ENTIRE CHAPTER 12*

Future of Agricultural Communications: *ENTIRE CHAPTER 18*

READINGS: [How to Clean Up Your Presence and Make a Great First Impression](#)
[5 Reasons to Care About Your Online Presence, and 3 to Forget About It](#)

DUE: FINAL PROJECT: Print draft

DUE: FINAL PROJECT: Video draft

DUE: FINAL PROJECT: PowerPoint draft

WEEK 14

EXAM 2

REVISE DRAFTS

WEEK 15

DUE: FINAL PROJECT: Print final

DUE: FINAL PROJECT: Video final

DUE: FINAL PROJECT: PowerPoint final

DUE: FINAL PROJECT: Presentations

DUE: ONLINE PORTFOLIO

Cover Sheet: Request 15977

FYC 6XXX: Human Resource Management for Nonprofits

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Jones jenniferajones@ufl.edu
Created	3/16/2021 8:36:32 AM
Updated	3/29/2021 1:45:32 PM
Description of request	I am requesting the establishment of a new course, FYC6XXX: Human Resource Management for Nonprofits

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		3/16/2021
Jones_Summer2021.pdf					3/16/2021
College	Pending	CALS - College of Agricultural and Life Sciences			3/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 15977

Info

Request: FYC 6XXX: Human Resource Management for Nonprofits

Description of request: I am requesting the establishment of a new course, FYC6XXX: Human Resource Management for Nonprofits

Submitter: Jennifer Jones jenniferajones@ufl.edu

Created: 3/16/2021 8:39:11 AM

Form version: 2

Responses

Recommended Prefix FYC

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Human Resource Management for Nonprofits

Transcript Title Human Resources for Nonprofits

Degree Type Graduate

Delivery Method(s) Online

Co-Listing No

Effective Term Summer

Effective Year 2021

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course analyzes core nonprofit human resource management functions including recruitment, selection, performance management, labor relations, volunteer management, compensation and training, for effective nonprofit management. Experiential exercises are used to simulate situations and issues that managers face in nonprofit organizations.

Prerequisites

Students must be enrolled in a UF graduate program.

Co-requisites

N/A

Rationale and Placement in Curriculum

This course will be one of four core courses in the nonprofit concentration for the FYCS Master's Degree.

Course Objectives

- Identify concepts, definitions, and approaches in human resource management.
- Explain what is unique about human resource management in the nonprofit sector.
- Explain how human resources relates to and interacts with other departments in a nonprofit organization (e.g., fundraising, information technology, public relations, programs, etc.).
- Develop a comprehensive job plan, including a job analysis, job description, recruiting plan, selection plan, and performance evaluation plan.

Course Textbook(s) and/or Other Assigned Reading

Main Text:

- McCurley, S. & Lynch, R. (2010). Volunteer management: Mobilizing the resources of the community, 3rd edition. Interpub Group Corporation.
- Pynes, J.E. (2013). Human Resources Management for Public and Nonprofit Organizations, 4th edition. San Francisco, CA: John Wiley & Sons, Inc.

Supplemental Readings:

- Bolton, E.B., Kumaran, M. & Guest-Jelley, A. (2015). Working with nonprofit organizations in community settings: Preparing your organization to work with volunteers. UF IFAS Extension.
- Carter Kahl, S. (2020). Where and when to use wage replacement rates for volunteer value. Independent Sector. Retrieved from https://independentsector.org/news-post/when-and-where-to-use-wage-replacement-rates-for-volunteer-value/?fbclid=IwAR0zEJkFkCk_oWbQjuO_2ELpxBQVZJhDML_VG1FNIPF_Pe82YuY9WfcASfM
- Corporation for National and Community Service & Hands On Network. (n.d.). Take root: Volunteer management guidebook. Retrieved from <https://s3.amazonaws.com/pol-website/media/uploaded-files/Volunteer%20Management%20Guidebook.pdf>
- Hagar, M.A. & Brudney, J.L. (2004). Volunteer management: Practices and retention of volunteers. The Urban Institute. Retrieved from <https://www.urban.org/research/publication/volunteer-management-practices-and-retention-volunteers>
- Monk, D. & Cheatham, C. (2017). Nonprofit salaries: How much do the bosses make at your favorite charity? WCPO Cincinnati. Retrieved from <https://www.wcpo.com/news/insider/nonprofit-salaries-how-much-do-the-bosses-make-at-your-favorite-charity>
- U.S. Bureau of Labor Statistics. (2018). Nonprofits account for 12.3 million jobs, 10.2 percent of private sector employment, in 2016. Retrieved from <https://www.bls.gov/opub/ted/2018/nonprofits-account-for-12-3-million-jobs-10-2-percent-of-private-sector-employment-in-2016.htm>

Suggested Readings

- The Nonprofit Quarterly: www.nonprofitquarterly.org (subscribe to free daily newsfeed)
- Other suggested readings available in CANVAS.

Weekly Schedule of Topics

Week # Topic

- | | |
|---|--|
| 1 | Evolution of Human Resource Management and Job Analysis |
| 2 | Employee Recruitment, Selection, Compensation, and Benefits |
| 3 | Employee Orientation, Training, and Performance Management |
| 4 | Introduction to Volunteer Management and Planning for High-Impact Programs |
| | |
| 5 | Volunteer Recruitment, Selection, Orientation, and Training |
| 6 | Volunteer Recognition and Program Evaluation |

Approximately 50% of the course is dedicated to volunteer management. This topic is unique to human resources management for nonprofits.

Grading Scheme

420 points: 6 Case Study Memos @ 70 points each

525 points: Comprehensive Job Plan

30 points: Syllabus Quiz

25 points: Class introductions

1,000

POINTS TOTAL

Case Study Memos

Each week, students will be given a human resource case study to analyze and develop an action plan. These cases are based on real-world experiences.

See Appendix A (on syllabus) for assignment instructions and grading rubric.

Comprehensive Job Plan

Students will create a comprehensive job plan that will include a) a plan to conduct a job analysis, b) a formal job description, c) a recruitment plan, d) an interview guide and scoring matrix, and e) an evaluation template. Instructions and templates are available on the course website (See "Project: Comprehensive Job Plan" link on the Home Page).

Most students will complete this assignment as individuals. Students may choose to work in teams of two or three if they wish. They can use the Week 1 discussion board post to identify team members.

Let Dr. Jones know during Week 1 if you plan to work in a team.
See Appendix B (on syllabus) for assignment instructions and grading rubric.

Instructor(s)

Jennifer A. Jones

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes


CALS Curriculum Committee

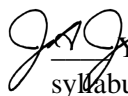
Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.


CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.


 It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.


 You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

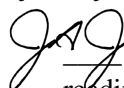
NA Submission of a course modification requires both the current version of the course syllabus and the proposed version.


NA Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

 The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

 The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.


 The course schedule should be concise and include the appropriate number of weeks in the semester.


 All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

 Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

 The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

 The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Human Resource Management for Nonprofits (3 credits)

FYC 6XXX - Summer B, 2021

Professor	Jennifer A. Jones, Ph.D. Assistant Professor of Nonprofit Leadership and Management Department of Family, Youth, and Community Sciences
Office	3002A McCarty D
Class Activities	Asynchronous via Canvas
Contact	(352)294-7163 Email contact through Canvas (preferred) jenniferajones@ufl.edu Twitter: @jenny_a_jones
Office Hours	Mondays & Wednesdays 12pm – 1:30pm Schedule your appointment: https://calendly.com/jenniferamandajones/office-hours If these options do not work, email Dr. Jones to schedule another date/time.

Course Description

This course analyzes core nonprofit human resource management functions including recruitment, selection, performance management, labor relations, volunteer management, compensation and training, for effective nonprofit management. Experiential exercises are used to simulate situations and issues that managers face in nonprofit organizations.

Course Introduction

Nonprofit organizations, like business and government, must rely on effective human resource management for their long-term success. However, unlike the other sectors, those who are attracted to nonprofit organizations are motivated in fundamentally different ways from their counterparts in the private and public domains. Human resource managers in nonprofit organizations must be concerned with unique issues of balancing organizational, board, staff, and volunteer concerns, while also maintaining a committed, motivated, and productive workforce. The intent of this course is to a) provide students with knowledge and skills related to managing paid and unpaid staff in a nonprofit organization, and b) introduce students to the opportunities and challenges of human resource management in complex social contexts.

This syllabus is subject to change. Please review the course website regularly.

Course Format & Expectations

This class uses readings, online discussion, and individual assignments. Students are expected to participate in class discussion boards, to dedicate time to course readings, and to bring a sincere curiosity to the material.

E-Learning:

Class material, announcements, and resources will be available online via Canvas. All students are expected to check Canvas regularly: <http://lss.at.ufl.edu>

Course Objectives

During this course, students will learn how to:

- Identify concepts, definitions, and approaches in human resource management.
- Explain what is unique about human resource management in the nonprofit sector.
- Explain how human resources relates to and interacts with other departments in a nonprofit organization (e.g., fundraising, information technology, public relations, programs, etc.).
- Develop a job plan, including a job analysis, job description, recruiting plan, selection plan, and performance evaluation plan.

Required Readings

All reading are available through Canvas. Students are **not** expected to purchase any books.

Main Text:

- McCurley, S. & Lynch, R. (2010). *Volunteer management: Mobilizing the resources of the community, 3rd edition*. Interpub Group Corporation.
- Pynes, J.E. (2013). *Human Resources Management for Public and Nonprofit Organizations, 4th edition*. San Francisco, CA: John Wiley & Sons, Inc.



Supplemental Readings:

- Bolton, E.B., Kumaran, M. & Guest-Jelley, A. (2015). Working with nonprofit organizations in community settings: Preparing your organization to work with volunteers. *UF IFAS Extension*.

This syllabus is subject to change. Please review the course website regularly.

- Carter Kahl, S. (2020). Where and when to use wage replacement rates for volunteer value. *Independent Sector*. Retrieved from https://independentsector.org/news-post/when-and-where-to-use-wage-replacement-rates-for-volunteer-value/?fbclid=IwAR0zEJkFkCk_oWbQjuO_2ELpxBQVZJhDML_VG1FNIPF_Pe82YuY9WfcASfM
- Corporation for National and Community Service & Hands On Network. (n.d.). Take root: Volunteer management guidebook. Retrieved from <https://s3.amazonaws.com/pol-website/media/uploaded-files/Volunteer%20Management%20Guidebook.pdf>
- Hagar, M.A. & Brudney, J.L. (2004). Volunteer management: Practices and retention of volunteers. *The Urban Institute*. Retrieved from <https://www.urban.org/research/publication/volunteer-management-practices-and-retention-volunteers>
- Monk, D. & Cheatham, C. (2017). Nonprofit salaries: How much do the bosses make at your favorite charity? *WCPO Cincinnati*. Retrieved from <https://www.wcpo.com/news/insider/nonprofit-salaries-how-much-do-the-bosses-make-at-your-favorite-charity>
- U.S. Bureau of Labor Statistics. (2018). Nonprofits account for 12.3 million jobs, 10.2 percent of private sector employment, in 2016. Retrieved from <https://www.bls.gov/opub/ted/2018/nonprofits-account-for-12-3-million-jobs-10-2-percent-of-private-sector-employment-in-2016.htm>

Suggested Readings

- The *Nonprofit Quarterly*: www.nonprofitquarterly.org (subscribe to free daily newsfeed)
- Other suggested readings available in CANVAS.

Assessments

Details about these assignments, including grading rubrics, can be found on the course website.

Points	Assessment	Team or Individual
420	6 Case Study Memos @ 70 points each	Individual
525	Comprehensive Job Plan	Individual or Team (Students' Choice)
30	Syllabus Quiz	Individual
25	Class introductions	Individual
1,000	TOTAL	

This syllabus is subject to change. Please review the course website regularly.

Grading

Grading Scale: Letter Grade	Points
A	950+
A-	900-949
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
E	<600

For information on current UF policies for assigning grade points, please visit:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Outline & Calendar

Week #	Topic	Assignments Due
1	Evolution of Human Resource Management and Job Analysis	<ul style="list-style-type: none"> Syllabus Quiz Class Introductions (Discussion Board) Job Plan – Discussion Board Post re choosing a Project Case Study #1 – Initial Post Case Study #1 – Follow Up Posts
2	Employee Recruitment, Selection, Compensation, and Benefits	<ul style="list-style-type: none"> Job Plan – Job Analysis Plan Case Study #2 – Initial Post Case Study #2 – Follow Up Posts
3	Employee Orientation, Training, and Performance Management	<ul style="list-style-type: none"> Job Plan – Job Description Case Study #3 – Initial Post Case Study #3 – Follow Up Posts
4	Introduction to Volunteer Management and Planning for High-Impact Programs	<ul style="list-style-type: none"> Job Plan – Recruitment Plan Case Study #4 – Initial Post Case Study #4 – Follow Up Posts
5	Volunteer Recruitment, Selection, Orientation, and Training	<ul style="list-style-type: none"> Job Plan – Interview Process Guide Case Study #5 – Initial Post Case Study #5 – Follow Up Posts
6	Volunteer Recognition and Program Evaluation	<ul style="list-style-type: none"> Job Plan – Performance Evaluation Case Study #6 – Initial Post Case Study #6 – Follow Up Posts

This syllabus is subject to change. Please review the course website regularly.

Course Activities

Case Study Memos

Each week, students will be given a human resource case study to analyze and develop an action plan. These cases are based on real-world experiences.

See Appendix A for assignment instructions and grading rubric.

Comprehensive Job Plan

Students will create a comprehensive job plan that will include a) a plan to conduct a job analysis, b) a formal job description, c) a recruitment plan, d) an interview guide and scoring matrix, and e) an evaluation template. Instructions and templates are available on the course website (See “[Project: Comprehensive Job Plan](#)” link on the Home Page).

Most students will complete this assignment as individuals. Students may choose to work in teams of two or three if they wish. They can use the Week 1 discussion board post to identify team members. Let Dr. Jones know during Week 1 if you plan to work in a team.

See Appendix B for assignment instructions and grading rubric.

Class Policies

Attendance and Make-Up Work

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/ugrad/current/regulations/info/attendance.aspx>

Late assignments will be accepted and will be subject to a late penalty of 10%.

COVID Response Statement

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.

UF Computing Help Desk

This course is run on Canvas. Additional readings, course information, and grades will be available on Canvas. It is your responsibility to successfully utilize Canvas. The UF Computing

This syllabus is subject to change. Please review the course website regularly.

Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

- Phone: (352)392-HELP (4357)
- E-mail: helpdesk@ufl.edu Location:
- CSE 214/520 URL: <http://helpdesk.ufl.edu>

Introductions

Every gator counts! One the first week of class, students will complete a brief online introduction discussion where they may share career aspirations, nicknames, gender pronouns, and other information they would like the professor and other students to know.

University of Florida Policies

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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/ugrad/current/regulations/info/attendance.aspx>.

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/>.

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."*

This syllabus is subject to change. Please review the course website regularly.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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.

Student Resources

I encourage students to be proactive in seeking resources that will help them succeed and, also, to let me know how I can best support them in the classroom.

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 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.



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

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the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565,
www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing 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
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- **U Matter We Care**
www.umatter.ufl.edu/
- **Career Connections Center**
First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- **Student Success Initiative**
<http://studentsuccess.ufl.edu>.
- **Student Complaints:**
 - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.
 - Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

This syllabus is subject to change. Please review the course website regularly.

APPENDIX A: Case Study Memo Instructions and Grading Rubric

Each week you will be giving one case study. Read through the case study for that week and think carefully about the situation. While names and details have been changed, this example is based on real-world experiences.

Initial Posts:

Imagine you are the Executive Director (or other senior leader such as the Human Resource Director or Board President) and this scenario has occurred in your agency. You need to address this issue with your board and your human resource director at an upcoming board meeting. Draft a 3 paragraph memo to your board and HR director that addresses these questions:

- What is the problem and what are the ramifications for the organization? Try to articulate the problem as succinctly as possible, distilling it down to the essence. Try to identify as many types of ramifications (financial, legal, ethical, political, etc.) as possible.
- In hindsight, what should the organization have done to prevent this issue?
- What actions should you take now to address this issue? Remember to consider financial, legal, ethical, and political consequences of your recommendation. Use course materials where appropriate.

Post your memo to the discussion board.

Responding to Classmates' Memos (i.e., Follow-up Posts):

Now, step out of the role of executive director and, instead, imagine you are a board member of that agency. Your classmate (the executive director) has just sent you this memo to be discussed at the upcoming board meeting. Read through memo with a critical eye—remember, as a board member, you are responsible for what happens to the organization. Use the following questions to develop and post a response to three of your fellow students' memos.

- Does your classmates' conceptualization of the problem make sense? If not, what is missing?
- Do your classmates' recommendations seem appropriate and reasonable? Yes, why? If not, what else do they need to consider?
- Are there any legal implications or concerns you have about the situation which your classmate (the executive director) has not addressed?

Suggestion: To make this more interesting and to increase your learning, respond to classmates whose ideas differ from yours.

This syllabus is subject to change. Please review the course website regularly.

Grading Rubric

Criteria	Exemplary	Effective	Minimal	Unsatisfactory
Original Post - Organization	Memo address all three questions thoroughly. 15pts	Memo moderately addresses all three questions. 12pts	Memo neglects one or more of the questions. 8pts	The memo addresses none of the questions. 4pts
Original Post - Content	Memo provides sufficient detail to demonstrate a clear, thoughtful understanding of the case and its implications. Memo offers clear, appropriate recommendations. 15pts	Memo has sufficient detail to reflect an understanding of the case and its implications. Memo offers some reasonable recommendations . 12pts	Memo reflects a cloudy understanding of the case and its implications. Memo offers recommendations that are inappropriate or unreasonable. 8pts	Memo does not reflect a clear understanding of the case and its implications. Memo does not offer recommendations. 4 pts
Original Post - Tone	Memo is professional and objective yet maintains a human tone. Focuses on the relevant facts. 5pts	Memo is professional and mostly objective but editorializes as points. Includes the relevant facts. 3pts	Memo is predominantly editorial/opinion based. Includes but does not focus on the relevant facts. 1pt	Memo focuses entirely on opinions and/or emotions. Does not include the relevant facts. 0pt
Original Post - Writing	Writing is clear, well organized, and free of spelling and grammatical mistakes. Contains 2-3 references. 5pts	Writing is moderately organized and/or contains a few spelling and grammar mistakes. Contains at least 1 reference. 3pts	Writing is loosely organized and contains multiple grammar and spelling mistakes. Contains no references. 1pt	Writing is poorly organized and has many mistakes. It is difficult for the reader to understand the message. Contains no references. 0 pts
Criteria	Exemplary (30 Points)	Effective (25 Points)	Minimal (20 Points)	Unsatisfactory (15 Points or less)

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<p>Follow-up Posts 30 points</p>	<ul style="list-style-type: none"> • Responses reflect a thoughtful reading of their classmates post. • References course material or other substantive sources (e.g., academic sources). • Is engaging in dialogue by asking questions or adding substance. 	<ul style="list-style-type: none"> • Response reflects an understanding of the topic. • Is willing to engage in continued dialogue. 	<ul style="list-style-type: none"> • Response does not reflect clear understanding of the topic or a thoughtful reading of their classmates post. • Does not “invite” continued dialogue. 	<ul style="list-style-type: none"> • There is no student responses or. • Response has no meaningful reference to the topic
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This syllabus is subject to change. Please review the course website regularly.

APPENDIX B: Comprehensive Job Plan Instructions and Grading Rubric

Choosing a Project (25 pts)

Students must identify a job they wish to develop (e.g, Executive Director, Fundraising Coordinator, Case Manager, etc.). This can be a fictitious position, but this assignment is easier to complete if it is real. Ideally, students working or volunteering with a nonprofit organization will ask their employers if there is a job they would like to see developed. If so, you may use this position for your project. If you do not have an organization to work with, you are encouraged to choose a position that you might see yourself either supervising or being promoted to yourself. Either of these vantage points will make the assignment more relevant to your career. If you have questions about the relevance of your choice, please email Dr. Jones.

- Assignment Submission: Discussion Post: Identify a Job for Class Project: Comprehensive Job Plan

Part I: Job Analysis Plan (100 pts)

One-page summary of specific activities appropriate to a formal job analysis of this position, including timeline and total time necessary to conduct the analysis (due to time limitations, students will not actually conduct this job analysis).

- Template available on Canvas
- Refer to materials from Week 1: Evolution of Human Resource Management and Job Analysis

Part II: Job Description (100 pts)

Two to three-page job description that clearly describes the position in a way that identifies the knowledge, skills, abilities, and other characteristics (KSAOCs) required of applicants.

Job description must be based in student research from O-Net (<https://www.onetonline.org/> (Links to an external site.)), sample job descriptions (minimum 3), and, if possible, at least one interview with someone currently working in a similar position.

- Template available on Canvas
- Refer to materials from Week 2: Employee Recruitment, Selection, Compensation, and Benefits

Part III: Recruitment Plan (100 pts)

One-page summary of recruitment plan to include how, when, and where job description will be distributed. This includes formal mechanisms (e.g., specific newspapers or job posting sites) and informal mechanisms (e.g., networking groups, targeted recruitment).

- Template available on Canvas

This syllabus is subject to change. Please review the course website regularly.

- Refer to materials from Week 2: Employee Recruitment, Selection, Compensation, and Benefits

Part IV: Interview Process Guide (100 pts)

One-page list of the positions in the organization that should be recruited as potential interviewers. One-page interview guide with specific questions to ask the candidates. One-page scoring matrix to rate the answers provided by candidates.

- Template available on Canvas
- Refer to materials from Week 2: Employee Recruitment, Selection, Compensation, and Benefits

Part V: Performance Evaluation (100 pts)

One to three-page evaluation. Form should include evaluation criteria that match the KSAOCs described in the job description. Evaluation must be based in student research using sample evaluations (three minimum) and class readings. For examples, see Week 3.

- Template available on Canvas
- Refer to materials from Week 3: Employee Orientation, Training, and Performance Management

This syllabus is subject to change. Please review the course website regularly.

Grading Rubric

Criteria	Exemplary	Effective	Minimal	Unsatisfactory
Use of Class Material	Assignment incorporates researched based best practices as learned in class. 50 pts	Assignment moderately incorporates researched based best practices as learned in class. 40pts	Assignment neglects one or more of the main research best practices learned in class. 20pts	The assignments incorporates none of the main research best practices learned in class.10pts
Adaption for Use	Assignment has appropriate adoptions for the organization to use without modification. 30pts	Assignment has moderate adoptions for the organization to use without modification. 20pts	Assignment neglects key adaptations for the organization to use without modification. 10pts	Assignment does not have adaptations for the organization to use without modification. 5 pts
Original Post - Writing	Writing is clear, well organized, and free of spelling and grammatical mistakes. Contains 2-3 references. 20pts	Writing is moderately organized and/or contains a few spelling and grammar mistakes. Contains at least 1 reference. 15pts	Writing is loosely organized and contains multiple grammar and spelling mistakes. Contains no references. 10pt	Writing is poorly organized and has many mistakes. It is difficult for the reader to understand the message. Contains no references. 5 pts

This syllabus is subject to change. Please review the course website regularly.

Cover Sheet: Request 16088

8

Proposal of a new graduate course

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Sarah Lynne sarahlynn@ufl.edu
Created	4/9/2021 4:17:34 PM
Updated	4/9/2021 4:22:56 PM
Description of request	Proposal of a new graduate course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		4/9/2021
FYC6XXX_SUMMER21_Lynne.docx					4/9/2021
CALS CC Checklist_signed.pdf					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/9/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16088

Info

Request: Proposal of a new graduate course
Description of request: Proposal of a new graduate course
Submitter: Sarah Lynne sarahlynn@ufl.edu
Created: 4/9/2021 3:24:00 PM
Form version: 1

Responses

Recommended Prefix FYC
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Thesis/Dissertation Proposal Writing
Transcript Title Thesis/Diss Proposal Writing
Degree Type Graduate

Delivery Method(s) On-Campus, Online
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? Yes
If repeatable, # total repeatable credit allowed 6
Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course focuses on the application of principles, practices, and strategies for conducting social and behavioral research in family, youth, and community sciences.

Prerequisites Registration is departmentally controlled based on instructor approval.

Co-requisites N/A

Rationale and Placement in Curriculum This course provides intensive instruction in the development of thesis and dissertation proposals. It is meant to be taken after students have a thesis or dissertation topic that is ready to be developed into a formal proposal, typically

Course Objectives • Identify issues and gaps in the literature to research for a thesis or dissertation topic

- Apply the scientific method to the thesis or dissertation topic
- Review the existing literature following structured guidelines
- Determine what landmark research studies have been completed on the thesis/dissertation topic as well as the current state of knowledge
- Identify at least one overarching theory that will guide the study
- Develop a conceptual model based on the overarching theory and the empirical review of the literature
- Articulate 2 – 3 research questions that will be explored during the study including hypotheses and analytic strategy
- Operationalize the key variables that will be explored in the study
- Create an appropriate research design for the study
- Identify any barriers to the execution of a quality study
- Present a draft research proposal presentation for feedback from instructor and peers

Course Textbook(s) and/or Other Assigned Reading American Psychological Association Publication Manual. APA. 7th Edition (2019). ISBN: 978-1433832161. [Available on Amazon.com and other sites; Paperback: New: \$20.59]

Each student will use UF library resources to identify 15 empirical articles in their area of expertise as part of the reading requirements for the course.

Weekly Schedule of Topics Week 1:

Grading Scheme

Short Assignments (Total 350 points max - 35% of final grade)

Assignments include short in-class and out-of-class activities that students will be instructed to complete during the semester. These assignments are to facilitate critical thinking about the student's thesis or dissertation topic and in-class discussion. They will help students be more specific when identifying the aims of the study. These short assignments will only be submitted one time and may not be redone to earn more points during Summer B, therefore, it is important to get them done, to do them well, and submit them to Canvas on time.

1. 15 Journal Article Annotations: 10 points each for a total 150 points (15% of final grade)
Students will be required to bring in individual journal articles related to their research topics. These articles are to be summarized in annotation format (see handouts on Canvas) with each annotation approximately two (2) pages typed.
2. Thesis/Dissertation Example: 50 points total (5% of final grade)
Students will find a recent UF thesis/dissertation to use as their model throughout the course. It should be close to their topic. These can be found using the UF Library website. Submit the citation, abstract, and a discussion of why this thesis/dissertation is chosen as the best model.
3. Purpose Statement and Variables (C1): 40 points total (4% of final grade)
Students will write one clear purpose statement focusing on the variables in their study. Later, this will be turned into a one-page Purpose of Study for Chapter One.
4. Research Questions and Hypotheses (C1): 20 points total (2% of final grade)
Students will write their research questions (RQ). For this class, narrow it down to no more than three questions. For each RQ, write a corresponding hypothesis (Ho). Using the provided Research Roadmap, place the Hypothesis under the corresponding RQ in your document. Try to have directionality in your questions and hypotheses and have your numbering align (Ex: RQ1, Ho1; RQ2, Ho2; etc.).
5. Research Roadmap (C3): 20 points total (2% of final grade)
Upload your final Research Roadmap in the related space on Canvas. This activity is worth 2% of your final grade as it will likely be a first draft. This will be turned in as you start framing your study and will likely not be a complete or final first draft. The grade for the final Roadmap will be included in your C3 grade. It will be uploaded separately in Canvas but included at the end of your C3 in print.
6. Theory Identification (C2): 40 points total (4% of final grade)
Submit a one-page description of the theory that informs the study with the name, who is credited for its' development, and a brief overview of it.
7. 3 Checkpoints: 10 points each for a total of 30 points (3% of final grade)
Ten points will be awarded for meeting with your thesis/dissertation committee chair (once prior to and two times during the course) to discuss your progress. [Note: You may meet with your Chair more often on your own, but this is the minimum.]

Chapter I: Introduction (Total 100 points max - 10% of final grade)

Chapter One will be on the Introduction to the research topic. This first chapter will be required as an initial step in the writing process. This should include a first draft of all sections. Each part will be written using research references to provide support. Research support for each part must consist of a minimum of two journal articles or relevant book chapters or citations.

Font: Times New Roman 12 pt., paper and references in APA format; double-spaced; 1" margins.
Suggested Length: 6-8 pages. Prepare a separate Reference list with at least 6 references and attach it to the assignment at the end.

Chapter II: Review of Literature (Total 250 points max - 25% of final grade)

Chapter Two is a very detailed review of the research literature related to the research topic. Since points are given for each annotated article, this chapter is for the summary of what has been completed and synthesized. It is not based on a copy/paste of annotations into chapter format. Students are expected to make the annotations relevant to their topic and summarize across the sources. It is best to sort your journal articles into sub-categories by topics, ranging from major to minor. An outline of your Chapter Two will be instrumental in assisting you to produce a well-organized chapter. Use string references as often as possible to review current literature by topic and sub-topic.

Discuss landmark studies and theory-based literature more in-depth. Complete two parts of your Chapter Two. Part (a) will be the review of the theory that informs the study, worth 100 points (10% of final grade). Part (b) will be an introduction to the study conceptual model and a review of current empirical research studies as they relate to the conceptual model, worth 150 points (15% of final grade). Suggested length: 20 pages Total: Part A Theory, 8-10 pages; Part B Research Studies, 9-11 pages.

Chapter III: Methods (Total 150 points max - 15% of final grade)

Chapter Three will lay out the research plan for your study. In this chapter, the parts will detail how you propose to conduct your research. This chapter is important and must be well thought out. It is based on your ability to describe the research process. This chapter will include (but is not limited to) the

- Purpose and Objectives of the study;
- a description of the Population;
- a description and example of the Survey Instrument(s)
- as well as a Justification for the Instrument(s);
- a description of the Data Collection Procedures;
- the plan for the Data Analysis; and
- Research Roadmap

Suggested length—11-15-pp. including minimum of six references and the Research Roadmap.

Presentation and Slides (Total 150 points max - 15% of final grade)

Students will prepare a draft presentation in powerpoint and will do a short presentation to their fellow classmates for feedback in a constructive environment. Only students with completed first drafts of Chapters 1, 2 and 3 will present. If a first draft of the proposal is not completed, students may submit written slides but not present. The slides are worth 50 points (5% of final grade) and the presentation is worth 100 points (10% of final grade), therefore, it is imperative that students make as much progress on Chapters 1-3 as possible. Suggested length: 10 slides; 10 minute presentation, 5 minute Q&A.

Instructor(s) Dr. Sarah D. Lynne

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

SPL It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

SPL You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

N/A ~~SPL~~ Submission of a course modification requires both the current version of the course syllabus and the proposed version.

N/A Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

SPL The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

SPL The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

SPC The course schedule should be concise and include the appropriate number of weeks in the semester.

SPC All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

N/A Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

N/A Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

SPC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

SPC The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

SPC The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

FYC 6XXX
Thesis/Dissertation Proposal Writing
Course Syllabus
Summer C 2021

Course Meeting Info:	Synchronous Online Course Tuesdays, Periods 4-5 12:30PM – 3:15PM Thursdays Periods 5 2:00PM – 3:15PM
Classroom Location:	Synchronous Zoom link will be emailed
Credit Hours:	3 credits
Instructor:	Dr. Sarah D. Lynne Associate Professor; Family, Youth & Community Sciences
Office and Phone Information:	3038B McCarty Hall D Office Phone: 352-273-3546 Email: sarahlynn@ufl.edu
Office Hours:	Thursday 12:30PM – 1:45PM, as noted on Course Outline throughout term, and by appointment as needed.

Course Description

This course focuses on the application of principles, practices, and strategies for conducting social and behavioral research in family, youth, and community sciences.

Prerequisites

- Registration is departmentally controlled based on instructor approval.

Main Course Goals

- Gain in-depth knowledge on preparing a thesis or dissertation proposal
- Identify the parts of each of the first three chapters of a proposal as well as their function
- Write drafts of each of the three proposal chapters
- Integrate instructor feedback into each chapter
- Complete a working draft of the thesis or dissertation proposal by the end of the course that may be reviewed by the student's committee for their defense
- Practice the proposal presentation and integrate feedback from peers and the instructor

Major Course Objectives

- Identify issues and gaps in the literature to research for a thesis or dissertation topic
- Apply the scientific method to the thesis or dissertation topic
- Review the existing literature following structured guidelines

- Determine what landmark research studies have been completed on the thesis/dissertation topic as well as the current state of knowledge
- Identify at least one overarching theory that will guide the study
- Develop a conceptual model based on the overarching theory and the empirical review of the literature
- Articulate 2 – 3 research questions that will be explored during the study including hypotheses and analytic strategy
- Operationalize the key variables that will be explored in the study
- Create an appropriate research design for the study
- Identify any barriers to the execution of a quality study
- Present a draft research proposal presentation for feedback from instructor and peers

Required Reading

American Psychological Association Publication Manual. APA. 7th Edition (2019). ISBN: 978-1433832161. [Available on Amazon.com and other sites; Paperback: New: \$20.59]

Each student will use UF library resources to identify 15 empirical articles in their area of expertise as part of the reading requirements for the course.

Course Expectations

Each student is expected to be an active and regular participant in class discussions. Students should come to class prepared to discuss their own research interests and to ask questions related to course topics. Students are also expected to facilitate the engagement of classmates and engaging in active listening.

A student's committee chair may require more than what is required for this course for the final proposal. This course is aimed at completing a first draft only. The final proposal must be approved by the committee chair prior to scheduling the proposal meeting with the entire committee. Therefore, suggested minimum length and assignments are for the purposes of this course only.

Students must: (a) be aware of the UF Graduate School policy and procedures for Thesis/Dissertation, (b) follow the Scientific Method/Research process, and (c) have and work on your own ideas, as approved by your Chair and/or Committee.

Course Assignments

This course will focus on the development of a draft research thesis or dissertation proposal; therefore, it will lay out individual parts of the proposal with instructions and set deadlines. Some assignments are small steps in the process of proposal preparation that will lead you to completion of the larger parts. The weight of assignment grades will reflect the rigor and the amount of work required to complete each part. All detailed instructions for individual assignments are on Canvas under "Assignments". [Note: Throughout this syllabus and the course, Chapters will be abbreviated as "C" with the number for each; i.e., C1 is abbreviated for Chapter One Introduction; C2 Chapter Two Review of Literature; and C3 Chapter Three Methods.]

Short Assignments (Total 350 points max)

Assignments include short in-class and out-of-class activities that students will be instructed to complete during the semester. These assignments are to facilitate critical thinking about the student's thesis or dissertation topic and in-class discussion. They will help students be more specific when identifying the aims of the study. These short assignments will only be submitted one time and may not be redone to earn more points during Summer B, therefore, it is important to get them done, to do them well, and submit them to Canvas on time.

1. 15 Journal Article Annotations: 10 points each for a total 150 points

Students will be required to bring in individual journal articles related to their research topics. These articles are to be summarized in annotation format (see handouts on Canvas) with each annotation approximately two (2) pages typed.

2. Thesis/Dissertation Example: 50 points total

Students will find a recent UF thesis/dissertation to use as their model throughout the course. It should be close to their topic. These can be found using the UF Library website. Submit the citation, abstract, and a discussion of why this thesis/dissertation is chosen as the best model.

3. Purpose Statement and Variables (C1): 40 points total

Students will write one clear purpose statement focusing on the variables in their study. Later, this will be turned into a one-page Purpose of Study for Chapter One.

4. Research Questions and Hypotheses (C1): 20 points total

Students will write their research questions (RQ). For this class, narrow it down to no more than three questions. For each RQ, write a corresponding hypothesis (Ho). Using the provided Research Roadmap, place the Hypothesis under the corresponding RQ in your document. Try to have directionality in your questions and hypotheses and have your numbering align (Ex: RQ1, Ho1; RQ2, Ho2; etc.).

5. Research Roadmap (C3): 20 points total

Upload your final Research Roadmap in the related space on Canvas. This activity is worth 2% of your final grade as it will likely be a first draft. This will be turned in as you start framing your study and will likely not be a complete or final first draft. The grade for the final Roadmap will be included in your C3 grade. It will be uploaded separately in Canvas but included at the end of your C3 in print.

6. Theory Identification (C2): 40 points total

Submit a one-page description of the theory that informs the study with the name, who is credited for its' development, and a brief overview of it.

7. 3 Checkpoints: 10 points each for a total of 30 points

Ten points will be awarded for meeting with your thesis/dissertation committee chair (once prior to and two times during the course) to discuss your progress. [Note: You may meet with your Chair more often on your own, but this is the minimum.]

Chapter I: Introduction (Total 100 points max)

Chapter One will be on the Introduction to the research topic. This first chapter will be required as an initial step in the writing process. This should include a first draft of all sections. Each part will be written using research references to provide support. Research support for *each* part must consist of a minimum of two journal articles or relevant book chapters or citations.

Font: Times New Roman 12 pt., paper and references in APA format; double-spaced; 1" margins. Suggested Length: 6-8 pages. Prepare a separate Reference list with at least 6 references and attach it to the assignment at the end.

Chapter II: Review of Literature (Total 250 points max)

Chapter Two is a very detailed review of the research literature related to the research topic. Since points are given for each annotated article, this chapter is for the summary of what has been completed and synthesized. It is not based on a copy/paste of annotations into chapter format. Students are expected to make the annotations relevant to their topic and summarize across the sources. It is best to sort your journal articles into sub-categories by topics, ranging from major to minor. An outline of your Chapter Two will be instrumental in assisting you to produce a well-organized chapter. Use string references as often as possible to review current literature by topic and sub-topic. Discuss landmark studies and theory-based literature more in-depth. Complete two parts of your Chapter Two. Part (a) will be the review of the theory that informs the study, worth 100 points. Part (b) will be an introduction to the study conceptual model and a review of current empirical research studies as they relate to the conceptual model, worth 150 points. Suggested length: 20 pages Total: Part A Theory, 8-10 pages; Part B Research Studies, 9-11 pages.

Chapter III: Methods (Total 150 points max)

Chapter Three will lay out the research plan for your study. In this chapter, the parts will detail how you propose to conduct your research. This chapter is important and must be well thought out. It is based on your ability to describe the research process. This chapter will include (but is not limited to) the

- Purpose and Objectives of the study;
- a description of the Population;
- a description and example of the Survey Instrument(s)
- as well as a Justification for the Instrument(s);
- a description of the Data Collection Procedures;
- the plan for the Data Analysis; and
- Research Roadmap

Suggested length—11-15-pp. including minimum of six references and the Research Roadmap.

Presentation and Slides (Total 150 points max)

Students will prepare a draft presentation in powerpoint and will do a short presentation to their fellow classmates for feedback in a constructive environment. Only students with completed first drafts of Chapters 1, 2 and 3 will present. If a first draft of the proposal is not completed, students may submit written slides but not present. The slides are worth 50 points and the presentation is worth 100 points, therefore, it is imperative that students make as much progress on Chapters 1-3 as possible. Suggested length: 10 slides; 10 minute presentation, 5 minute Q&A.

Grading Criteria

Assignment	% Final Grade	Total Points
Short Assignments	Total: 35%	Total: 350
15 Journal Article Annotations	15%	150
Thesis/Diss. Example	5%	50
Purpose Statement/Variables (C1)	4%	40
RQ's/Ho (C1)	2%	20
Research Roadmap Draft (C3)	2%	20
Theory Identification (C2)	4%	40
3 Checkpoints with Chair	3%	30
Chapter 1 Introduction Draft	Total: 10%	Total: 100
Chapter 2 Review of Literature Draft	Total: 25%	Total: 250
Part A (theory related)	10%	100
Part B (recent research)	15%	150
Chapter 3 Methods Draft	Total: 15%	Total: 150
Presentation and Slides	Total: 15%	Total: 150
Slides	5%	50
Presentation	10%	100
Total	100%	1000 total points

Grading Scale

A	92.5-100
A-	89.5-92.4
B+	86.5-89.4
B	82.5-86.4
B-	79.5-82.4
C+	76.5-79.4
C	72.5-76.4
C-	69.5-72.4
D+	66.5-69.4
D	62.5-66.4
D-	59.5-62.4
E	≤59.4

Course Outline

Week	Day	Topic	Assignments Due
1	11-May	1. Introductions 2. Course Information 3. Discussion of W1 Assignments: JA Annotations; Purpose Statements; Variables/Keywords 4. Introduction	a) Review syllabus/course outline; discuss course requirements
	13-May	1. Discussion - W2 Assignments RQs/Hos; Introduction; Purpose of Study; Rationale; Variables 2. Discussion of journal articles 3. Discussion - Introduction to Topic	a) C2 Journal Article Annotations (4) b) Activity 1/C1 Purpose Statement/Variables c) Meet with your chair
2	18-May	1. Discussion - Topics 2. Purpose of Study; 3. Variables; Keywords; RQs; Hos; Other 4. Theory	a) C2 Journal Article Annotations (4) b) C1 Introduction to Topic (1 - 2 pp.) c) Sign up for individual meetings on 5/21
	20-May	1. Individual Review of Assignments and Progress Updates (30 minutes) 2. Discussion - Week 2 Assignments 3. Work Independently on W3 Assignments	a) Identify Thesis/Diss Model b) C2 Journal Article Annotations (4) c) C1 Purpose of study (1 - 2 pp) d) C1 Rationale for study (1 - 2 pp)
3	25-May	1. Discussion - Week 3/4 Assignments: Variables/Keywords; Theories; Lit Review; Theory; RQs/Hos	a) C2 Journal Article Annotations (3) b) C1 Significance of Study (1-2pp.) c) C1 Definition of Terms (1-2pp.) d) 2A/C1 RQs & Hos (3 each) e) 2A/C1 Identification of Variables/Keywords f) 2B Research Roadmap Draft g) 3/C2 Identification of Theory (1-2pp.) h) Sign up for individual meetings for 5-28-2020

	27-May	1. Individual Meetings - Updates and Progress Reviews	a) C1: Final (~10pp. Min) b) Meet with your Chair during Week 3. Write up (i) What was discussed; (ii) Next steps. Submit on Canvas.
4	1-Jun	1. Discussion of W5 Assignments: Research design; population/sampling; instrumentation; data analysis; limitations; research roadmap	a) C2: Theories and Theoretical Approaches (8-12pp.) b) Sign up for individual meetings for 6-4-2020
	3-Jun	1. Individual meetings with Dr. Lynne 2. Meet with your chair	a) C2: Review of Current Research (10-15pp.) b) Sign up for individual meetings for 6-9-2020
5	8-Jun	1. Individual meetings with Dr. Lynne	a) Research Design (1-3pp.) b) Population/Sampling (1-3pp.) c) Identify/Describe Instrumentation (1-3pp.; Provide copy) d) Data Collection/Data Analysis Sections (1-2pp. Each) e) Limitations (1-2pp.) f) Research Roadmap Final Version (1-2pp.)
	10-Jun	1. Individual meetings - Checkup: Slides for Proposal Presentations	a) Prepare 1st draft defense slides, upload to Canvas b) Sign up for proposal presentations.
6	15-Jun	1. Presentations and Peer Reviews	Student Presentations
	17-Jun	1. Presentations and Peer Reviews	Student Presentations
SUMMER BREAK: JUNE 21 – JUNE 25			
7	29-Jun	Class meeting required for all students making revisions - C1	a) Work on Chapter 1 revisions b) Meet with chair prior to class to develop next steps/revisions for Chapter 1 c) Submit next steps in Canvas
	1-Jul	Work independently	Work on Chapter 1 revisions
8	6-Jul	Work independently	a) Revised Chapter 1 due by start of class. b) Chapter 1 next steps with responses due by start of class

	8-Jul	Class meeting required for all students making revisions - C2	a) Work on Chapter 2 revisions b) Meet with chair prior to class to develop next steps/revisions for Chapter 2 c) Submit next steps in Canvas
9	13-Jul	Work independently	Work on Chapter 2 revisions
	15-Jul	Work independently	a) Revised Chapter 2 due by start of class. b) Chapter 2 next steps with responses due by start of class
10	20-Jul	Class meeting required for all students making revisions - C3	a) Work on Chapter 3 revisions b) Meet with chair prior to class to develop next steps/revisions for Chapter 3 c) Submit next steps in Canvas
	22-Jul	Work independently	Work on Chapter 3 revisions
11	27-Jul	Work independently	a) Revised Chapter 3 due by start of class. b) Chapter 3 next steps with responses due by start of class
	29-Jul	Complete all suggested revisions to C1 - C3	Send clean version of proposal to chair for review with all revisions completed
12	3-Aug	Meet with your Chair (Not for class credit)	Discuss proposal draft feedback/revisions, outline next steps, set tentative proposal date
	5-Aug	Submit final next steps and proposal presentation date to Dr. Lynne on Canvas by start of class	

UF POLICIES

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/>.

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/>.

COVID Response Statements

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.

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.bluer.com/ufl/> Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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.

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/>

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
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.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>

Cover Sheet: Request 16090

New graduate course

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Brian Visconti bvisconti@ufl.edu
Created	4/9/2021 7:33:11 PM
Updated	4/16/2021 3:53:07 PM
Description of request	Proposal of a new graduate course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		4/10/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			4/10/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16090

Info

Request: New graduate course

Description of request: Proposal of a new graduate course.

Submitter: Brian Visconti bvisconti@ufl.edu

Created: 4/9/2021 1:31:55 PM

Form version: 1

Responses

Recommended Prefix FYC

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Youth and Family Relationships

Transcript Title Youth and Family Relationships

Degree Type Graduate

Delivery Method(s) Online

Co-Listing No

Effective Term Spring

Effective Year 2022

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course will examine youth (children, adolescents, emerging adults) and family development within the family system. It will review basic theory and research on youth development and how it is linked with family development, family processes, and extended family systems. Using theory and research when working with youth and their families will be highlighted.

Prerequisites Graduate Status

Co-requisites N/A

Rationale and Placement in Curriculum Critical for understanding the lifelong impacts of family function and relationships on healthy psychosocial development through adolescence and early adulthood.

Course Objectives OBJECTIVES

Students will be able to:

1. Identify: a) basic concepts, definitions, and approaches that are used in the study of youth and family relationships; b) theories, methodology, and research findings that form our knowledge base about youth development and family relationships; c) how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood; d) the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socio-economic status, family structure, etc.).

2. Apply: a) critical thinking skills in identifying the dynamics of healthy youth and family relationships; b) theory and research that link the practical application of these principles to families with children, adolescents, and emerging adults.

3. Practice: the personal and professional skills that will promote the development of healthy youth and family relationships and competencies to improve well-being.

Course Textbook(s) and/or Other Assigned Reading Readings provided in Canvas

EXAMPLES

Harris, V.W. (2012). Using research, theory, and context to understand work-family integration. In M. A. Laudi (Ed.), *Managing diversity in today's workplace* (4 Volumes). Santa Barbara, CA: Praeger, Vol. 2, pp. 207-229.

Fitzpatrick, J., & Kostina-Ritchey (2014). Romantic/Marital, parenting, and familial relationship policies in the US. In R. Mihaela (Ed.), *Handbook of family policies across the globe* (pp. 373-387). New York: Springer.

Noller, P. & Atkin, S. (2015). Family environment and adolescent development. In *Family Life in Adolescence* (pp. 34-66). Berlin: De Gruyter Open. Retrieved 8 Nov. 2016, from <http://www.degruyter.com/view/product/447873>

Weekly Schedule of Topics Week 1: Intro/Course Overview

Week 2: Theoretical and Policy Perspectives in Youth and Family

Week 3: Youth Development and the Family

Week 4: Balancing Work and Family

Week 5: Parenting Styles, Parent-Child Outcomes, Volatile and Difficult Parenting

Week 6: Parenting Practices and Strategies

Week 7: Relationships with Peers and Siblings

Week 8: SRING BREAK

Week 9: Race, Ethnicity, Culture Spirituality, Religion in Youth and Families

Week 10: Family Structure, Intersectionality, LGBT Families and Parenting

Week 11: Family Interventions: Adolescent assets; Substance use, Conduct Problems; Bullying & School Problems

Week 12: Family Interventions: Depression, Anxiety & Suicide; Sexuality and Sexual Activity

Week 13: Final Paper Presentations

Grading Scheme Components _____ Points

2 Critical Analyses (25 Pts. Ea.) ----- 50

3 Mini-Assessments (40 to 50 Pts. Ea.) ----- 130

Assignment 1 Teaching Outlines 1a

(1st Draft-100); 1b: (2nd Draft-50)----- 150

Assignment 2 Teaching Presentations ----- 100

Assignment 3 Vitae/Cover Letter -----50

Assignment 4 Research Narrative ----- 50

Assignment 5 Job Interview Presentations --- 100

Assignment 6 ePortfolio 6a (10); 6b: (60)----- 70

Grade ____ Percentage Range ____ ~Points

A 93 - 100% 651 – 700

A- 90 - 92% 630 – 646

B+ 87 - 89% 609 – 629

B 83 - 86% 581 – 608

B- 80 - 82% 560 – 580

C+ 77 - 79% 539 – 559

C 73 - 76% 511 – 538

C- 70 - 72% 490 – 510

D+ 67 - 69% 469 – 489

D 60 - 66% 420 – 468

E 59% and below 419 or less

Instructor(s) Dr. Victor W. Harris

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee








Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

- ☒ It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.
- ☒ You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.
- ☒ Submission of a course modification requires both the current version of the course syllabus and the proposed version.
- ☒ Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.
- ☒ The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.
- ☒ The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

-  The course schedule should be concise and include the appropriate number of weeks in the semester.
-  All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.
-  Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.
-  Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.
-  Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.
-  The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.
-  The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

YOUTH AND FAMILY RELATIONSHIPS

FYC 6XXX | SPRING 2022 | 3 CREDITS

“WHEN SOMEONE SHOWS YOU WHO THEY
ARE, BELIEVE THEM THE FIRST TIME.”

~MAYA ANGELOU



INSTRUCTOR:

Victor William Harris, Ph.D.

Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences

TEACHING ASSISTANT:

TBD

Contact Information	Contact Information
Phone: 352-273-3523	Place: Online
Office: 3028D McCarty Hall D	Time: Online (asynchronous)
Office Hours: Mondays 1-2 p.m.	Teaching Assistant (TA): TBD
Email: victorharris@ufl.edu	TA Email: TBD

TEACHING PHILOSOPHY AND INSTRUCTION

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value class participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and presentation are, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

UNIVERSITY COURSE DESCRIPTION

FYC 6932 Youth and Family Relationships (Prerequisites – None)

COURSE INTRODUCTION

This course will examine youth (children, adolescents, emerging adults) and family development within the family system. It will review basic theory and research on youth development and how it is linked with family development, family processes, and extended family systems. Using theory and research when working with youth and their families will be highlighted.

OVERALL GOAL

Help students *identify*, *apply*, and *practice* the skills and strategies needed to become: 1) a healthy individual, partner, and parent; and, 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to improve well-being.

COURSE OBJECTIVES

1. **Identify:** **a)** basic concepts, definitions, and approaches that are used in the study of youth and family relationships; **b)** theories, methodology, and research findings that form our knowledge base about youth development and family relationships; **c)** how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood; **d)** the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socio-economic status, family structure, etc.).
2. **Apply:** **a)** critical thinking skills in identifying the dynamics of healthy youth and family relationships; **b)** theory and research that link the practical application of these principles to families with children, adolescents, and emerging adults.
3. **Practice:** the personal and professional skills that will promote the development of healthy youth and family relationships and competencies to improve well-being.

COURSE RESOURCES: READINGS AND GRADING

Readings are available in “Files” on the Canvas course webpage; subfolder “Readings.” A list of readings is also attached to the end of the syllabus. **Grades** will be based upon the following:

Components	Points
12 Quizzes (15 Pts. Ea. - Drop 2)	150
11 SMARTCouples.org Blogs (15 Pts. Ea. - Drop 1)	150
2 Labs (Lab 1: 25 pts.; Lab 2: 75 pts.)	100
1 Youth and Family Relationships (YFR) Paper (1 st Draft -120 Pts.; 2 nd Draft-80 Pts.)	200
1 YFR Paper Presentation	100

Grade	Percentage Range	~Points
A	93 - 100%	651 – 700
A-	90 - 92%	630 – 646
B+	87 - 89%	609 – 629
B	83 - 86%	581 – 608
B-	80 - 82%	560 – 580
C+	77 - 79%	539 – 559
C	73 - 76%	511 – 538
C-	70 - 72%	490 – 510
D+	67 - 69%	469 – 489
D	60 - 66%	420 – 468
E	59% and below	419 or less

COURSE ACTIVITIES

Readings, Quizzes, and Labs

No exams will be administered for this course. **Readings:** Students are expected to stay current with the weekly reading assignments. **Quizzes:** A weekly quiz will be administered covering the assigned readings for the week. Quizzes may be administered in a short essay, short answer, multiple choice, or true-false format. Quizzes must be completed online prior to class each week and will be submitted in Canvas. Each quiz is worth 15 points toward your final grade. You may drop 2 quizzes throughout the semester. **Labs:** Two labs must be completed during the course. Once you have completed the quizzes and activities for each lab, you must complete the evaluation, download the certificate of completion, and submit it in Canvas. **LAB 1: Positive Parenting** is worth 25 pts. **LAB 2: UNITED – Marriage Enhancement Training** is worth 75 pts. These are all or nothing point assignments.

Blog Scripts

A blog script will be required each week on a topic related to the readings for the week. The blog will be graded and edited by the instructor. Each blog is worth 15 points toward your final grade. Final blogs may be submitted to SMARTCouples.org for potential acceptance, when appropriate. Accepted blogs can be placed on your resume. You may drop 1 blog throughout the semester. Requirements include:

1. Choose a research article of your choice from a refereed journal (2008 or later) related to the weekly reading topic. [Note: You may not use the same article as another student]
2. Read the article thoroughly highlighting information you can use in your blog script for that week. **[NOTE: A hard copy of the blog is due in class, and an electronic copy of the blog script is due in Canvas prior to class with the accompanying journal article]**
3. Use the examples located in smartcouples.org to construct your blog.
4. Fill in the body of the blog script with no more than 1000 words:
 - a. Introduction (1 paragraph). You will need to provide an attention-grabbing introduction that engages the audience.
 - b. Body (2-6 paragraphs). You will need to cite the study, explain the findings in brief, use layperson's terms, and apply the findings to real-world youth and family issues.
 - c. Conclusion (1 paragraph). You will need to tie the introduction and body of the blog script together and offer an insightful conclusion for readers.

Criteria for Grading this Assignment: SMARTCouples.org Blog Scripts: (150 PTS.)

Blogs Criteria for Grading (Print this page and attach it to the last page of your blog script) (Mapped Course Objectives 1, 2 & 3)	Points
1. One-Two Page Blog: The extent to which you were able to write with clarity and depth and address in a <u>narrative</u> format the following: (15 points).	
Introduction	/3
Body	/4
Conclusion	/3
2. Proper Formatting: Punctuation, grammar, APA style, flow, Language. Follow criteria for grading; 1 hard copy; 1 electronic copy submitted.	/2 /3
Total Points/Final Grade	/15

Publishable Research Paper

A publishable research paper is required. This does not mean that you will actually have to publish the paper, but the paper should be of publishable quality. Choose a favorite article from a journal of your choice and use it to inform this assignment. You will be required to submit a first draft of the publication (120 points possible) and a second, or final draft (80 points possible). Accepted publications may be placed on your resume/curriculum vita. Requirements include:

1. Choose a youth and family research topic you are interested in and get it approved.
2. Format the publication properly using APA style (i.e., running heads, citations, etc.).
 - a. **Abstract.** Synthesize the paper, including major findings and implications.
 - b. **Introduction.** Introduce the topic and the research question(s).
 - c. **Literature Review.** Cite studies and explain the research findings on your topic beginning from general to specific. Demonstrate you have a thorough understanding of the research.
 - d. **Theoretical Perspective.** Identify and discuss the major components of the theoretical lens you are using to guide your research paper.
 - e. **Synthesis of Theory and Research.** Connect the theoretical perspective to your research question and support it logically from your literature review.
 - f. **Discussion.** Introduce unique contributions and thinking that resulted from you looking at this topic using the theoretical perspective and research literature cited.
 - g. **Conclusion.** Summarize the major contributions of the paper and clarify thinking about how it can contribute to the extant body of knowledge on the topic.

Criteria for Grading this Assignment: Publishable Paper: First Draft (120 PTS.)

Parenting Paper Criteria for Grading (Attach this criteria for grading information to the last page of your paper)) (Mapped Course Objectives 1, 2 & 3)	Points
1. Publishable Paper (1st Draft): The extent to which you carefully and logically followed the format for developing a publishable paper as follows: <div style="text-align: right;"> Abstract (Synthesize Paper) /10 Introduction (Research Question Introduced) /5 Literature Review /20 Theoretical Perspective (Guiding Theory) /20 Synthesis of Theory and Research (Literature) /20 Discussion (Unique Contributions/Thoughts) /20 Conclusion (Summary of Article, Suggestions for Future Research/Thought) /5 APA Format (Running Head, Headings, Spelling, Grammar, References) /20 </div>	/120
2. Publishable Paper (2nd Draft): The extent to which you followed the format for the publishable paper and the changes suggested by the instructor. <div style="text-align: right;"> Abstract /5 Introduction /5 Literature Review /10 Theoretical Perspective /10 Synthesis of Theory and Research /10 Discussion /10 Conclusion /5 APA Format/Conforms to Journal Author Submission Guidelines 25 </div>	/80
Total Points/Final Grade	/200

Paper/Presentation

You will be required to present your research paper using the format required at national research conferences. Presentations will be 15-minutes long (going over or under will result in point deductions) with a discussion period following paper presentations in which class members and the instructor can ask questions. One hundred points (100) points will be awarded for your paper presentation (50 pts.) and for critically evaluating all other class members' paper presentations (50 pts.). You will use the guidelines from the *Presentation Evaluation Form* below to guide the development of your own paper presentation and to evaluate class members' presentations in Canvas. **[Note: Points will be deducted for failure to evaluate each of the other class members' presentations]**

Criteria for Grading this Assignment: Parenting Paper (100 PTS)

Paper Presentation Criteria for Grading (Print this page and turn it in to the instructor the day you present) (Mapped Objectives 1, 2 & 3)	Points
3. Paper Presentation: The extent to which you carefully and logically followed the format for presenting a research paper as follows: <div style="text-align: right;"> Introduction (Research Question Introduced) /5 Literature Review and Handout /10 Theoretical Perspective (Guiding Theory) /5 Synthesis of Theory and Research (Literature) /5 Discussion (Unique Contributions/Thoughts) /10 Conclusion (Summary of Article, Suggestions for Future Research/Thought) /5 APA Format (Running Head, Abstract, Headings, Spelling, Grammar) /10 </div>	/50
4. Evaluation of Paper Presentation: The extent to which you followed the format on the <i>Presentation Evaluation Form</i> and critically evaluated all class member's presentations (50 points). <div style="text-align: right;"> Introduction /5 Literature Review /10 Theoretical Perspective /5 Synthesis of Theory and Research /5 Discussion /10 Conclusion /5 APA Format /10 </div>	/50
Total Points/Final Grade	/100

Youth and Family Relationships Presentation Evaluation Form

Date _____

Title of Paper Presentation Topic:

Name(s) of Presenter:

1. Presenter(s) scores on the following:

- ____/5 **Introduction:** Introduced the presentation and research question in an engaging way —5 points
- ____/10 **Literature Review and Handout:** Presented relevant research on the topic (5 pts.); included a handout (5 pts.) for each class member and one for the instructor synthesizing the introduction, literature review, theoretical perspective, synthesis of the theoretical perspective, discussion, and conclusion—10 points
- ____/5 **Theoretical Perspective:** Clearly identified the theoretical lens through which the research topic was evaluated —5 points
- ____/5 **Synthesis of Theory and Research:** Critically examined the connections between both theory and research —5 points
- ____/10 **Discussion:** Introduced **unique** contributions and thinking that resulted from looking at this topic using the theoretical perspective and research literature cited.—10 points
- ____/5 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research in this research topic area —5 points
- ____/10 **APA Format:** APA format (e.g., spelling, grammar, headings, citations, etc.) used throughout the presentation and handout —10 points
- ____/50 **Rating:** Rate your overall evaluation of the presentation (add up each of the scores from above and place that number in front of the /50).

3. What aspects of the paper presentation did you feel the best about?

4. What would you recommend that the presenter do *now* in terms of revisions?

Reviewer's Name: _____

COURSE SCHEDULE

WEEK/ Module	DATE	TOPIC (Mapped Objectives 1-3)	READINGS & ASSIGNMENTS (Mapped Objectives 1-3)
1	M 1/10	Introduction/Course Overview (Blogs, Paper and Presentation Examples, Introduce Labs)	Reading #1: Syllabus-Quiz 1 (Canvas)
Topic 1: Understanding Youth and Family Development			
2	T 1/18	• Theoretical and Policy Perspectives in Youth and Family	Readings #2-Quiz 2 Blog Script 1 Due (First Draft)
3	M 1/24	• Youth Development and the Family	Readings #3-Quiz 3 Blog Script 1 Due (Final Draft)
4	M 1/31	• Balancing Work and Family	Readings #4-Quiz 4 Blog Script 3 Due
Topic 2: Parenting and Family Life			
5	M 2/7	• Parenting Styles, Parent-Child Outcomes, Volatile and Difficult Parenting	Readings #5-Quiz 5 Blog Script 4 Due)
6	M 2/14	• Parenting Practices and Strategies • Positive Parenting Lab Due (2/18 by 11:55 p.m.)	Readings #6-Quiz 6 Blog Script 5 Due Positive Parenting Lab Due-Canvas
7	M 2/21	• Relationships with Peers and Siblings	Readings #7-Quiz 7 Blog Script 6 Due Begin U-MET Lab
	M 2/28	• Parents as Partners – Healthy Couple/Marriage Relationships	Readings #8-Quiz 8 Blog Script 7 Due
8	3/5-3/13	• SPRING BREAK	Have Fun ☺
	3/14	U-MET Lab Due (3/18 by 11:55 p.m.)	U-MET Lab Due-Canvas
Topic 3: Sociocultural Contexts of Youth and Family Development			
9	M 3/21	• Race, Ethnicity, Culture Spirituality, Religion in Youth and Families; Create a PowToon of Your Ancestry	Readings #9-Quiz 9 Blog Script 8 Due
10	M 3/28	• Family Structure, Intersectionality, LGBT Families and Parenting	Readings #10-Quiz 10 Blog Script 9 Due Paper Due (First Draft)
Topic 4: Prevention and Intervention in Youth and Family Relationships			
11	M 4/4	• Family Interventions: • Adolescent Assets • Substance Use/Conduct Problems • Bullying/School Problems	Readings #11-Quiz 11 Blog Script 10 Due Paper Returned
12	M 4/11	• Family Interventions: • Depression, Anxiety, & Suicide • Sexuality and Sexual Activity	Readings #12-Quiz 12 Blog Script 11 Due Paper Due (Final Draft)
13	M 4/18	• Final Paper Presentations Due	Due by 11:55 p.m.

UNIVERSITY POLICIES

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/>

Incomplete "I"

All of the following must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Attendance and Make-Up Work

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 Policy

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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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/honorcodes/honorcode.php>. Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. "I didn't know" is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the

information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A '0' THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

Software Use Policy

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.

Digital Tools

Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing are distracting to your classmates and the instructor. Students who disrupt the classroom environment may be asked to leave for the day.

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/>

Computing Desk and Additional Help

The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

Counseling Support Services

Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

- UF Student Mental Health Services: (352) 392-1171
Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC facility is not open, call the same number to be referred to an on-call counselor. <http://www.shcc.ufl.edu>
- UF Counseling Center: (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: www.counseling.ufl.edu/cwc
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library

- Wellness Coaching
- Alachua County Crisis Center: (352) 264-6789 Phone counseling 24 hours a day.
- U Matter We Care (<http://www.umatter.ufl.edu/>). Hotline at 352-294-2273; umatter@ufl.edu
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161, sexual assault counseling.
- Career Resource Center: Reitz Union, 392-1601, career development assistance and counseling, www.crc.ufl.edu/

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: **Error! Hyperlink reference not valid..**

FYC 6932 Reading List

Topic 1: Understanding Youth and Family Development

Week #1:

Syllabus

Week #2

2a. Harris, V.W. (2012). Using research, theory, and context to understand work-family integration. In M. A. Laudi (Ed.), *Managing diversity in today's workplace* (4 Volumes). Santa Barbara, CA: Praeger, Vol. 2, pp. 207-229. (Canvas)

2b. Chapter 1: Family Systems Theory
Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

2c. Reading 2c: Fitzpatrick, J., & Kostina-Ritchey (2014). [Romantic/Marital, parenting, and familial relationship policies in the US](#). In R. Mihaela (Ed.), *Handbook of family policies across the globe* (pp. 373-387). New York: Springer.

Week #3:

3a. Chapter 4: Developmental Milestone
Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

3b. Noller, P. & Atkin, S. (2015). Family environment and adolescent development. In *Family Life in Adolescence* (pp. 34-66). Berlin: De Gruyter Open. Retrieved 8 Nov. 2016, from <http://www.degruyter.com/view/product/447873> (Canvas)

Week #4:

4a. Welch, K.J. (2012). Family life and work: A balancing act. In *Family Life Now*. New York: Pearson, pp. 387-421. (Canvas)

4b. Bianchi, S. M. and Milkie, M. A. (2010), [Work and Family Research in the First Decade of the 21st Century](#). *Journal of Marriage and Family*, 72, 705–725.

Topic 2: Parenting and Family Life

Week #5:

5a: Welch, K.J. (2010). Parenting life now (Ch. 11). In *Family Life Now* (2nd Ed.). Boston: Allyn & Bacon, pp. 353-385. (Canvas)

5b. Bigner, J.J. (2010). Parent-child relations in high-risk families (Ch. 15). In *Parent-Child Relations* (8th Ed.). Upper Saddle River, NJ: Merrill, pp. 328-344. (Canvas)

5c: Boeldt et al. (2012). The association between positive parenting and externalizing behaviour. *Infant and Child Development*, 21, 85-106. (Canvas)

5d. Chapter 10: Chronic Neglect

Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

Week #6:

6a: Chapter 3: Parenting and Discipline

Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

6b: United Nations Office of Drugs and Crime (n.d.). Compilation of evidence-based family skills training programmes, pp. 1-128. Retrieved October 1, 2016 from

<http://www.unodc.org/unodc/en/prevention/familyskillstraining.html>

- Choose any two programs and compare and contrast their target groups, sessions (number, length, interval), content, and outcomes (effectiveness).

Week #7:

7a: Feinberg, M.E., Solmeyer, A.R., & McHalle, S.M. (2012). The third rail of family systems: Sibling relationships, mental and behavioral health, and preventative intervention in childhood and adolescence. *Clinical Child and Family Psychology Review*, 15, 43-57. (Canvas)

7b: Way, N., & Silveran, L.R. (2012). The quality of friendship during adolescence: Patterns across context, culture, and age. In P.K. Kerig, M.S. Schulz, & S.T. Hauser (Eds.). *Adolescence and beyond: Family processes and development* (pp.91-112). New York: Oxford University Press. (Canvas)

Week #8:

8a: Gottman, J.M., & Notarius, C.I. (2000). Decade review: Observing marital interaction. *Journal of Marriage and Family*, 62: 927-947. (Canvas)

8b: [Fincham, F.D., & Beach, S.R.H. \(2010, June\). Marriage in the new millennium: A decade in review. *Journal of Marriage and Family*, 72: 630-649.](#)

8c: [Kohm, L.M., & Toberty, R.K. \(2012\). A fifty-state survey of the cost of family fragmentation, *Regent University Law Review*, 25 \(25\), 25-88.](#) [Note: Skim this article and focus on Tables A-D]

Topic 3: Socio-Cultural Contexts of Youth and Family Relationships

Week #9:

9a: Couce, A.M. & Domenech-Rodriguez, M. (2002). Latino families: Myths and realities. In J.M. Contreras, K.A. Kearns, & A.M. Neal-Barnett (Eds.), *Latino children and families in the United States* (pp. 3-25). Westport, CT: Praeger Publishers. (Canvas)

9b: Mcadoo, H.P. (2001). *Parent and Child Relationships in African American Families*. In N.B. Web (Ed.), *Culturally diverse parent-child and family relationships* (pp. 89-105). New York: Columbia University Press. (Canvas)

9c: Van Campen, K. S., & Russell, S. T. (2010). *Cultural differences in parenting practices: What Asian American families can teach us* (Frances McClelland Institute for Children, Youth, and Families ResearchLink, Vol. 2, No. 1). Tucson, AZ: The University of Arizona. (Canvas)

9d: Lippman, L.H., & McIntosh, H. (2010). [The demographics of spirituality and religiosity among youth:](#)

International and U.S. patterns.

9e: Boyatzis, C.J., Dollahite, D.C., & Marks, L.D. (2006). The family as a context for religious and spiritual development in children and youth. In E.C. Roehlkepartain, P.E. King, L. Wagner, & P.L. Benson (Eds.), *The handbook of spiritual development in childhood and adolescence* (pp. 297-309). Thousand Oaks, CA: Sage Publications. (Canvas)

Week #10:

10a: Harvey, J.H., & Fine, M.A. (2004). *Children of divorce: Stories of loss and growth* (pp. 6-17). Mahwah, NJ: Lawrence Erlbaum Associates. (Canvas)

10b: Cole, E. (2009). [Intersectionality and research in psychology](#). *American Psychologist*, 64(3), 170-180.

10c: Patterson, C.J. (2005). [Lesbian and gay parenting \(pp. 1-37\)](#). Washington, DC: American Psychological Association.

Topic 4: Prevention and Intervention in Youth and Family Relationships

Week #11:

11a: [40 Developmental Assets](#)

11b: Google *Conduct Disorder* and *Oppositional Defiant Disorder*.

11c: The National Center on Addiction and Substance Abuse at Columbia University (2005). [Family matters: Substance abuse and the American family, A CASA white paper](#) (pp. 1-22). New York: CASA.

11d: National Institute on Drug Abuse (2012, October). *Family checklist: Positive parenting prevents drug abuse*. Washington, D.C.: NIDA. Retrieved from: <http://www.drugabuse.gov/family-checkup>.

11e: Stopbullying.gov (n.d.). [User guide: Roles of parents and caregivers in bullying prevention](#). Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/>.

11e: Stopbullying.gov (n.d.). [Misdirections in bullying prevention and intervention](#). Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/>.

Week #12:

12a: Society for the Prevention of Teen Suicide (Producer) (n.d.). [Not my kid: What every parent should know video](#). Freehold, NJ. Smith, M., & Segal, J. (2015)

12b: [Parent's Guide to Teen Depression](#). Retrieved from Helpguide.org.

12c: Explore [Anxiety](#). Retrieved from Helpguide.org.

12d: Kim, C.C. (2008). [Teen Sex: The Parent Factor](#). Retrieved from The Heritage Foundation.

Week #13:

FINAL PAPER PRESENTATIONS

WRITING ASSISTANCE

The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: <http://writing.ufl.edu/writing-studio/>.

Common Colloquialisms **Compiled by Dr. L. Forthun**

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible.

Avoid using:

- At the end of the day...
- I'm not saying...
- The fact that...; Due to the fact that...
- By and large...
- In no way...

Colloquialism	Alternative
Be a man	mature, strong, masculine
Opened his eyes	learned, became aware
In the dark	unaware
On the same page	Agree, share similar beliefs
Come back into play	Reentered, returned
Turned their backs	disowned, disregarded, refused to help
Just getting started	Beginning, initiated
Made himself scarce	Avoided, evaded
Burned out	tired, unhappy, exhausted
Set in stone	fixed, unchangeable
Followed their lead	obeyed, respected

A handful of . . .

Three, four, five, etc. (be specific)

Far-flung	distant, remote
On and off again	sporadic, unreliable
Put them through	Torment, anguish, suffering
Hold their own	Remain, endure, persist
Does her own thing	Independent, autonomous, free
Step up	Emerge, arise
No questions asked	Unquestioning, obedient
Pretty solid	secure, strong
Messed up	Mistake, error
Didn't want to have anything to do with ...	Avoided, disowned, rejected, denied
Give and take	Reciprocal, mutual, shared
Back in the day	Retrospectively, in hind sight
Before my eyes	
Situation at hand	
Get over it	
Hold on to/let go of	
Shut her down	Interrupt,

Grammar: Things to Remember

Compiled by Dr. L. Forthun

Common Problem:	Example:	Correction:
Missing comma after an introductory statement/words.	Therefore my paper will focus on...	Therefore , my paper will focus on...
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child but paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child, but paternal stress is not.
Comma splice.	The causes are unknown, there are several known risk factors associated with the disorder.	The causes are unknown, but there are several known risk factors associated with the disorder.
They're, There, & Their. <i>They're</i> is a contraction for <i>they are</i> . <i>There</i> refers to a location. <i>Their</i> is a possessive pronoun.	There study found that... Their professors at the University of Florida.	Their study found that... They're professors at the University of Florida.
Your, You're. <i>Your</i> is possessive. <i>You're</i> a contraction for <i>you are</i> .	Your never going to believe what we found.	You're never going to believe what we found.
Who, Which, & That. <i>Who</i> refers to people. <i>That</i> and <i>Which</i> refers to groups of things.	Tina is the one that graduated last semester.	Tina is the one who graduated last semester.
Avoid slang and colloquial language. Slang (cool, huge, totally, overkill) Colloquial (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way)	The results of the study suggest that the impact of siblings on children development is huge . The result was not significant due to the fact that the sample size was small.	The results of the study suggest that siblings have a significant influence on child development. The result was not significant because the sample size was small.
Shifting in tenses. <i>Past</i> vs. <i>present</i> tense	The study, conducted by researchers at the University of Florida, finds that...	The study, conducted by researchers at the University of Florida, found that...

Common Problem:	Example:	Correction:
Lack of pronoun antecedent An antecedent is the word, phrase, or clause to which a pronoun refers.	You have to be diligent when monitoring children with autistic spectrum disorders.	The teacher has to be diligent when monitoring children with autistic spectrum disorders.
Lack of pronoun/antecedent agreement	If undergraduate students want to succeed in graduate school, you have to know grammar rules.	If undergraduate students want to succeed in graduate school, they have to know grammar rules.
Over vs. during	Over a five-year period...	During a five-year period...
Who vs. whom (he vs. him)	Q: To who does it belong? A: It belongs to he .	Q: To whom does it belong? A: It belongs to him .
Who's vs. whose	Whose coming over?	Who's (who is) coming over?
Rather vs. whether	I need to know rather it's this way or not.	I need to know whether it's this way or not.
Less vs. fewer Fewer refers to things that are countable. Less refers to things that are not countable.	We had lesser people at the fundraiser than we had hoped. Fewer talking would help my concentration.	We had fewer people at the fundraiser than we had hoped. Less talking would help my concentration.
You and me/ You and I	You and me should study for the exam tomorrow.	You and I should study for the exam tomorrow.

Straus, J. (2011). *The blue book of grammar and punctuation* (10th ed.). San Francisco, CA: Jossey-Bass.

Other common errors:

Common Errors	Definition
Run-on sentence.	A sentence containing two or more clauses not connected by the correct conjunction or punctuation.
Lack of proof-reading before submission.	Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words.
"Lonely quotes"	Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.

Retrieved from <http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html>.

APA: Top Things to Remember

Compiled by Dr. V.W. Harris

- 1.) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font.
- 2.) **Headings and Subheadings.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type "Running head: TITLE OF YOUR PAPER IN ALL CAPS" on the first page, and "TITLE OF YOUR PAPER IN ALL CAPS" on every page after the first. Use subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.).
- 3.) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased.
Lengthy or extensive quoting is usually not done in APA. When you do quote someone, cite the author, date, and page number. For example, (Diehl, Howse, & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012).
 - a. If a quote exceeds 40+ words, then it becomes a block quote. To do this, place direct in a free- standing block of typewritten lines, without quotation marks.
Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout.
The parenthetical citation should come after the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section).
QUOTES OF 40+ WORDS SHOULD BE USED RARELY!
- 4.) **Multiple Author Citations.** When citing an article that has one or two, you must write their names every time. You can't use et al. with one or two authors. When citing an article that uses 3-5 authors, cite the full citation the first time and with subsequent citations use et al. When using et al., the citation looks like this (Fogarty et al., 2010). There is no comma after the author but a period and a comma after et al. When citing an article that has 6+ authors, use the first author's name, followed by et al. every time (Zaidman- Zait et al., 2010).
- 5.) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" for multiple authors (e.g., Gutter, Garrison, and Copur (2010) found...), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter, Garrison, & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal*, 38(4), 387-404.
- 6.) **In-text Citations: Things to Remember:**
 - a. One to two authors: (Harris & Chartier, 2008)
 - b. Three to five authors: (Rellini, Tortolani, Trillo, Carbone, & Montecchi, 2004) first time. (Rellini et al., 2004) every time after the first.
 - c. Six+ authors: (Zaidman-Zait et al., 2010) every time.
 - d. Use p. #'s for DIRECT QUOTES. Ex: (Rellini et al., 2004, p. 703)
 - e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.

7.) Reference List: Things to Remember:

- The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
- References should be in alphabetical order by first author's last name. References should be listed using a hanging indentation.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Capitalize all major words in journal titles.
- Longer works, such as books and whole journals should be italicized.
- Shorter works such as journal articles should NOT be italicized.

Example: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal*, *Volume number* (issue number), pages. doi:<http://dx.doi.org/xx.xxx/yyyy>

- 8.) **Good Writing.** Write as succinctly as possible, avoid opinion statements, avoid 'to be verbs,' the passive voice as much as possible, and write in the past tense. **Begin each section with a thesis paragraph outlining what you will discuss in the section. Begin each paragraph with a thesis sentence outlining what you will discuss in the paragraph.** Also, do not use slang or common language. Use written language that makes you sound very, VERY SMART!

Online Sources for further help: <http://owl.english.purdue.edu/owl/resource/560/01/>,
<http://www.apastyle.org/>

Best Practices in Writing

10 Proven Steps for Writing a Winning Paper – Victor W. Harris
Step 1: Decide on a Topic
Step 2: Look at the Criteria/Requirements (Journal, etc.)
Step 3: Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles
Step 4: Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)
Step 5: Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)
Step 6: List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything
Step 7: Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section
Step 8: Turn Each Point into a Paragraph Listing Citations as Needed
Step 9: Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph
Step 10: Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry
Good luck and Good writing!

Cover Sheet: Request 16076

10

AEB 7453 Course Title Change

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/8/2021 12:45:24 PM
Updated	4/13/2021 10:45:06 AM
Description of request	Proposing to change course title and pre-requisites for AEB 7453.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
AEB 7453 Natural Resource Economics.docx					4/12/2021
CALS CC Checklist Grad Modify Class.pdf					4/12/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16076

Info

Request: AEB 7453 Course Title Change

Description of request: Proposing to change course title and pre-requisites for AEB 7453.

Submitter: Lisa House lahouse@ufl.edu

Created: 4/12/2021 5:28:54 PM

Form version: 4

Responses

Current Prefix AEB

Course Level 7

Number 453

Lab Code None

Course Title Natural Resource and Environmental Economics

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Natural Resource and Environmental Economics

Proposed Course Title Natural Resource Economics

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites ECO 3101 and ECO 3203, or consent of instructor

Proposed Prerequisites ECO 3101 or AEB 6016 or ECO 7115

Change Co-requisites? No

Rationale We are proposing to change the course title to more accurately reflect the content (from including both natural resource and environmental economics, to focusing on natural resource economics). We additionally request to change the pre-requisites to include other course options that many graduate students have (as they may not have had the specific undergraduate courses at UF).

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

LH Submission of a course modification requires both the current version of the course syllabus and the proposed version.

* we used track changes to show original and new syllabus

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Natural Resource ~~and Environmental~~ Economics
AEB 7453 Section NREE, Course #26354 (3 credit hours)

Class meeting times: T 8-9 (3:00 – 4:55) and R 9 (4:05 – 4:55)

Location: NPB 1200

Academic Term: Fall 2021

Instructor:

Dr. Kelly Grogan
1185 McCarty Hall A
352-294-7633
kellyagrogan@ufl.edu

Office Hours: Tuesday 11:00 am – 12:00 pm, Wednesday 1:00 – 2:00 pm

Course description

Natural resource economics is the study of use of Earth's resources. It examines the allocation of scarce resources across time and space. It examines the incentives in place that lead to excessive exploitation of resources and presents ways to alter incentives to reach socially optimal use patterns. Natural resource problems usually include dynamic and/or spatial components, creating challenging but intellectually rich problems to study.

Without the land, the rivers, the oceans, the forests, the sunshine, the minerals and thousands of natural resources we would have no economy whatsoever
- Satish Kumar, ecological campaigner (2008)

We never know the worth of water till the well is dry
- Thomas Fuller, historian

The best time to plant a tree is 20 years ago. The second best time is now
- Dambisa Moyo, Zambian economist

Course Prerequisites

~~ECO 3101 and ECO 3203, or consent of instructor.~~ ECO 3101 or AEB 6106 or ECO 7115 or consent of instructor.

Students are expected to know how to graph basic equations, take derivatives, and integrate basic functions.

Course Objectives

By the end of course, each student should be able to do the following:

- 1) Solve renewable and non-renewable resource problems using dynamic optimization.
- 2) Illustrate resource use equilibria with phase diagrams.
- 3) Provide intuition for mathematical answers to dynamic resource use problems.
- 4) Critique scholarly articles pertaining to natural resource economics.

- 5) Develop models to address a wide range of natural resource problems.

Course Outline

- 1) Renewable Resource Problems
 - a. Growth Processes
 - b. Fisheries
 - i. Open Access/Common Property vs. Private Property
 - ii. Policy Options
 - c. Forests
 - i. Optimal Harvesting
 - ii. Ecosystem Services
 - iii. Non-timber Forest Products
 - iv. Deforestation
- 2) Non-Renewable Resource Problems
 - a. Non-renewable Sources of Energy
 - i. Perfect Competition vs. Monopolist
 - ii. Effects of Renewable Options
- 3) Water
 - a. Groundwater
 - b. Allocation across space
- 4) Spatial-dynamic Models
 - a. Invasive Species
 - b. Management of Wildlife Disease
- 5) Conservation
 - a. Habitat conservation
 - b. Species conservation
 - c. Human-Wildlife Conflict
 - d. Biodiversity
- 6) Topics requested by students if time allows

Tentative Schedule of Assignments and Exams

****Dates subject to change**

	Week	Mon	Tues	Wed	Thurs	Fri
Aug	1	19	20 First Day of Class	21	22	23
	2	26	27	28	29	30
Sept	3	2	3	4	5 Problem Set 1 Given	6
	4	9	10 Topics Due	11	12 Problem Set 1 Due	13
	5	16	17 In-Class Exercise 1	18	19	20
	6	23	24	25	26 Problem Set 2 Given	27
Oct	7	30	1	2	3 Problem Set 2 Due	4
	8	7	8	9	10 Midterm Given	11
	9	14	15	16	17 Midterm Due	18
	10	21	22 In-Class Exercise 2	23	24	25
	11	28	29 Rough Drafts Due	30	31 Problem Set 3 Given	1
Nov	12	4	5	6	7 Problem Set 3 Due	8
	13	11	12	13	14 Problem Set 4 Given	15
	14	18	19 In-Class Exercise 3	20	21 Problem Set 4 Due	22
	15	25	26 Proposals Due	27	28 No Class	29
Dec	16	2	3 Last Day of Class Final Given (due 12/10)	4	5	6

Problems Sets

There will be a total of 4 problems sets. Each will count for 5% of your grade, making problems sets 20% of your grade in total. Students are encouraged to discuss problems with others, but must write up their problem sets separately. Late problem sets not accepted.

Exams

There will be one take-home midterm and a take-home final. Each take-home will be worth 20% of your grade. Students must work independently on these exams. Evidence of collaboration will result in a grade of 0 for the exam for all involved. Late exams not accepted.

In-Class Application Exercises

We will have three in-class application exercises. For each, I will create real-world natural resource problems for which students will create and solve models. This work will be done in randomly assigned groups. We will utilize our double class period day to ensure that students have enough time to develop models and then share them with the class. Students will be graded on participation in their group's work (50% of exercise grade), and the final model and model solution (50% of exercise grade). If a serious, unforeseen, and documentable situation arises that prevents a student from participating in any of the application exercises, the average of the other 2 exercise grades will be entered for the missed exercise.

Field Trips

Coursework will be supplemented with field trips to experience natural resource problems in our area. A survey of availability and interest will be completed at the end of the first week of class. Past fields trips have included a trip to Cedar Key to learn about the aquaculture industry that replaced the fishing industry when fishing gear bans limited fishing activity, a trip to Austin Carey Forest to learn about forestry issues in Florida, and a trip to Ichetucknee Springs learn about the environmental problems faced by Central Florida springs. All field trips outside of class time are highly encouraged but optional.

Research Proposal

Throughout the course, each student will develop a research proposal on a topic of his/her choice.

- Students must submit a 1-paragraph summary of their topic by the beginning of class on September 10. Students are encouraged to talk with me during office hours before then to discuss possible topics. All students who submit a topic by the date will earn complete credit, worth 2% of your grade.
- A rough draft is due on October 29. This will be worth 8% of your grade. I will provide comments to be incorporated into the final draft.
- The final proposal is due in class on November 26, and this will be worth 10% of your final course grade.

Research Proposal Format

Content of proposal

- Background information
- Motivation: Why should we care?
- Literature review: What has already been done on the topic? Include previous work both

on topic and on methods used.

- Your contribution: What is the gap in the literature that you are going to fill?
- Specific research question(s): What questions do you want to answer? (related to the gap/contribution above, but explicitly state the questions)
- Preliminary outline of methods: How will you go about filling that gap?
 - Possible sources of data
 - Possible sources of funding
 - Potential pitfalls

Length

- Approximately 15-20 pages, double-spaced, 12 pt. font, 1 – 1.25” margins

Possible topics

- A natural resource topic that you think you might pursue for your dissertation
 - i.e.- Examining the consequences of a community supported fisheries project (CSA for fish/seafood)
- A policy question that might arise from your research if you are not an economist
 - i.e.- Policy extension for an ecology project, how does human use of the ecosystem/habitat/species affect it and how could that use be altered if it is inefficient?
- Applying dynamic and/or spatial methods to a non-resource topic
 - i.e. – Comparing theoretical results of a specific agricultural policy analysis with static vs. dynamic models

Scope of topic

- Will vary by student and the intended outcome of the proposal
 - Entire dissertation, 1 dissertation chapter, possible article to work on after completion of dissertation, side project

Rubric to be used for both rough draft and final proposal

	Points	Comments
Background Info (10)		
Motivation (10)		
Lit Review (20)		
Contribution (15)		
Research Question(s) (15)		
Preliminary Methods (20)		
Data		
Funding		
Pitfalls		
Overall Quality (Spelling, grammar, organization, etc.) (10)		
Total		

Material and Supply Fees

None

Required Textbooks

This course will draw on material from a variety of texts and articles. The following textbooks, in combination, provide coverage of topics covered in this course. They are all on reserve at Library West. **You are not expected to purchase all of these books.**

1. Amacher, G.S., M. Ollikainen, and E. Koskela. 2009. *Economics of Forest Resources*. Massachusetts Institute of Technology. ISBN: 9780262012485
2. Clark, Colin W. 2005. *Mathematical Bioeconomics: The Optimal Management of Renewable Resources*. Wiley-Interscience. ISBN: 978070372999
3. Dasgupta, P.S. and G.M. Heal. 1979. *Economic Theory and Exhaustible Resources*. Cambridge University Press. 9780511628375
4. Leonard, Daniel and N.G. Van Long. 1992. *Optimal Control Theory and Static Optimization in Economics*. Cambridge University Press. ISBN: 9781139173551

Recommended Textbooks/Materials

The following books are not directly used in this course but are excellent books on the methods used in this course:

1. Caputo, M.R. 2005. *Foundations of Dynamic Economics Analysis*. Cambridge University Press. ISBN: 9780511806827
2. Kamien, M. and N.L. Schwartz. 1991. *Dynamic Optimization: The Calculus of Variations and Optimal Control in Economics and Management*. Elsevier Science Publishing Co. ISBN: 9780444016096
3. Miranda, M.J. and P.L Fackler. 2002. *Applied Computational Economics and Finance*. MIT Press. ISBN: 9780262134200

Articles/Reading List

This list is subject to change and will be adjusted according to students' research interests. Required reading will be announced in the class prior to the discussion of the reading(s). All peer-reviewed articles used for this course can be found electronically through the library's online resources.

Renewable Resource Problems

Fisheries

1. Clark, Chapters 1-4
2. Gordon, H.S. 1954. The Economic Theory of Common Property Resource: The Fishery. *Journal of Political Economy* 62(2):124-142.
3. Clark, C. and G. Munro. 1975. The Economics of Fishing and Modern Capital Theory: A Simplified Approach. *Journal of Environmental Economics and Management* 2(2):92-106
4. Homans, F.R. and J. Wilen. 1997. A Model of Regulated Open Access Resource Use. *Journal of Environmental Economics and Management*
5. Smith, M.D. 2012. The New Fisheries Economics: Incentives Across Many Margins. *Annual Review of Resource Economics* 4:379-403.
6. National Oceanic and Atmospheric Administration. 2012. Developing and Delivering the Promise of U.S. Fishery Management. Available at: <http://celebrating200years.noaa.gov/transformations/fisheries/welcome.html>
7. Isaken, E.T. and A. Richter. 2019. Tragedy, Property Rights, and the Commons: Investigating the Causal Relationship from Institutions to Ecosystem Collapse. *Journal of the Association of Environmental and Resource Economists* 6(4):741-781.

Forests

1. Clark, Chapter 9 and/or Amacher et al., Chapters 2 and 3
2. Koskela, E. and M. Ollikainen. 2001. Forest Taxation and Rotation Age under Private Amenity Valuation: New Results. *Journal of Environmental Economics and Management* 42(3): 374-384.
3. Lopez-Feldman, A. and J.E. Wilen. 2008. Poverty and Spatial Dimensions of Non-Timber Forest Extraction. *Environmental and Development Economics* 13:621-642.
4. Tahvonon O, Pukkala T, Laiho O, Lahde E, Niinimäki S (2010) Optimal Management of Uneven-aged Norway Spruce Stands. *Forest Ecology and Management* 260:106-115
5. Reed, W.J. 1984. The Effects of the Risk of Fire on the Optimal Rotation of a Forest. *Journal of Environmental Economics and Management* 11:180-190.
6. Grogan, K.A. and M. Mosquera. 2015. The Effects and Value of a Resistant Perennial Variety: An Application to Pudricion del Cogollo Disease. *American Journal of Agricultural Economics* 97(1):260-281.
7. Sims, K.R.E. and J.M. Alix-Garcia. 2017. Parks versus PES: Evaluating Direct and Incentive-Based Land Conservation in Mexico. *Journal of Environmental Economics and Management* 86:8-28.
8. West, T.A.P., C. Wilson, K.A. Grogan, and M. Vrachlioti. 2019. Carbon Payments for Extended Rotations in Timber Plantations: Conflicting Insights from a Theoretical Model. *Ecological Economics*, 163:70-76.

Non-Renewable Resource Problems

1. Dasgupta and Heal, Chapters 6 and 10
2. Hotelling, H.C. 1931. The Economics of Exhaustible Resources. *Journal of Political Economy* 39(2):137-175.
3. Lin, C.C., and G. Wagner. 2007. Steady-State Growth in a Hotelling Model of Resource Extraction. *Journal of Environmental Economics and Management* 54(1): 68-83.

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library

- Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601
- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16081

11

AEB 7483 Course Title Change

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/8/2021 4:56:17 PM
Updated	4/13/2021 10:46:26 AM
Description of request	We are proposing to change the course title to more accurately reflect the content (from including both natural resource and environmental economics, to focusing on environmental economics). We additionally request to update the pre-requisites.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist Grad Modify Class.pdf					4/12/2021
AEB 7483 Seminar in Environmental Economics.docx					4/12/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16081

Info

Request: AEB 7483 Course Title Change

Description of request: We are proposing to change the course title to more accurately reflect the content (from including both natural resource and environmental economics, to focusing on environmental economics). We additionally request to update the pre-requisites.

Submitter: Lisa House lahouse@ufl.edu

Created: 4/12/2021 5:33:25 PM

Form version: 2

Responses

Current Prefix AEB

Course Level 7

Number 483

Lab Code None

Course Title Seminar in Natural Resource and Environmental Economics

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Seminar in Natural Resource and Environmental Economics

Proposed Course Title Seminar in Environmental Economics

Change Transcript Title? Yes

Current Transcript Title ??

Proposed Transcript Title (30 char. max) Environmental Economics

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites AEB 7453

Proposed Prerequisites ECO 3101 or AEB 6106 or ECO 7115

Change Co-requisites? No

Rationale We are proposing to change the course title to more accurately reflect the content (from including both natural resource and environmental economics, to focusing on environmental economics). We additionally request to change the pre-requisite as AEB 7453 and 7483 were originally planned as a sequence, but instead have been designed where AEB 7453 focuses on natural resource economics and AEB 7853 focuses on environmental economics. As such, the appropriate pre-requisite is a PhD level microeconomic course.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

LH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

LH You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

LH Submission of a course modification requires both the current version of the course syllabus and the proposed version.

* we used track changes to show original and new syllabus

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

LH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

LH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

LH The course schedule should be concise and include the appropriate number of weeks in the semester.

LH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

LH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

LH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

LH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Seminar in ~~Natural Resource and~~ Environmental Economics
AEB 7483 Section XXXX, Class # XXXXX (3 credit hours)

Class meeting times: MWF, 5th period, 11:45 am – 12:35 pm

Location: 3124 McCarty B (MCCB)

Academic Term: Spring 2022

Instructor:

TBD

Office Hours: Tuesday and Thursday, 10am to 12:00pm

Course description

Externalities, design of environmental policy, cost-benefit analysis, and non-market valuation .

Course Prerequisites

~~A background in advanced microeconomic theory and Econometrics (AEB6106, AEB6553/AEB 7571, or equivalent) is required for this course. Students with questions about their preparation should consult with the instructor. ECO 3101 or AEB 6106 or ECO 7115 or consent of instructor.~~

Course Objectives

Students are trained on economic theories applicable to address environmental problems as well as quantitative tools to derive intuition, test hypothesis, and measure changes as a result of environmental policy. At the end of the course, students will be able to:

- Develop an advanced understanding of the core of environmental economics, the concepts associated with externalities, cost-benefit analysis, and methods developed to estimate the values of environmental changes.
- Display a command of existing knowledge through summarizing and interpreting the existing literature.
- Identify and formulate research questions and construct theoretical derivation and/or empirical identification.
- Interpret quantitative information and communicate research results in a convincing manner.

Course Structure

The course follows a seminar format and the instructor's lecturing is at a minimum. As such, the daily activities include student's presentations, discussions, questions and answers; problem sets and lectures (if necessary). I expect active participation from all students in discussion of the textbook material and journal articles on the syllabus. A significant part of your grade is based on contribution to discussion. Additionally, we will follow a typical cycle of academic research. In addition to homework assignments on data analysis, each student will:

- Summarize a set of existing literature provided in the syllabus and post his/her summaries in the online forum.
- Select a research topic and develop a research proposal based on the literature review.

Seminar in Environmental Economics, AEB 7XXX

TBD

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- Make two peer-reviewed presentations in class on the proposal and results; and provide feedback on their peers' presentations.
- Draft an academic-style research paper
- Draft referee reports and correspondence to reviewers and editors.

Topical Outline

Week 1: Introduction

- Lecture
- Phaneuf and Requate. 2017. Chapter 1 and Chapter 2.
- Other references
 1. Cropper, M. and Oates, W. 1992. Environmental economics: A survey. *Journal of Economic Literature* 30(2): 675-740. (pp. 675-700).
 2. Holcombe, R.G. and Sobel, R.S. 2001. Public policy toward pecuniary externalities. *Public Finance Review* 29: 304.
 3. Coase, R.H. 1960. The problem of social cost. *Journal of Law and Economics* 3: 1-44.

Weeks 2-3: Choice of Instruments

- Lecture
- Phaneuf and Requate. 2017. Chapter 3.
- Other references
 1. Weitzman, M. L. 1974. Prices vs. quantities. *Review of Economic Studies* 41 (4): 477-491.
 2. Metcalf, G. E. 2009. Designing a carbon tax to reduce U.S. greenhouse gas emissions. *Review of Environmental Economics and Policy* 3: 63-83.

Week 4-5: Choice of Instruments

- Lecture
- Phaneuf and Requate. 2017. Chapter 5
- Phaneuf and Requate. 2017. Chapter 7
- Papers for summary by students
 1. Stefan, A. and Coria, J. 2013. Prices vs quantities with multiple pollutants. *Journal of Environmental Economics and Management* 66 (1): 123-140.
 2. Benneer, S. and Olmstead, S.M. 2008. The impacts of the 'Right to Know': Information disclosure and the violation of drinking water standards. *Journal of Environmental Economics and Management* 56(2): 117-130.
 3. Lyon, T.P. and Maxwell, J.W. 2003. Self-regulation, taxation and public voluntary environmental agreements. *Journal of Public Economics* 87(7-8): 1453-1486.
 4. Segerson, K. and Micelli, T.J. 1998. Voluntary environmental agreements: Good or bad news for environmental protection? *Journal of Environmental Economics and Management* 36: 109 – 130
 5. Fullerton, D. and Kinnaman, T. 1996. Household responses to pricing garbage by the bag. *American Economic Review* 86: 971 – 84.

6. Cason, T.N. and Plott, C. 1996. EPA's new emissions trading mechanism: A laboratory evaluation. *Journal of Environmental Economics and Management* 32: 133-60.
7. Helfand, G. 1991. Standards vs. standards: The effects of different pollution restrictions. *American Economic Review* 81: 622-634.

Weeks 6-7: Empirical Analysis on the Effects of Regulation

- Papers for summary by students
 1. Keiser, D.A. and Shapiro, J.S., 2018. Consequences of the Clean Water Act and the demand for water quality. *The Quarterly Journal of Economics* 134(1): 349-396.
 2. Levinson, A. 2015. A direct estimate of the technique effect: changes in the pollution intensity of US manufacturing, 1990–2008. *Journal of the Association of Environmental and Resource Economists* 2(1): 43-56.
 3. Gray, W.B., Shadbegian, R.J., Wang, C. and Meral, M., 2014. Do EPA regulations affect labor demand? Evidence from the pulp and paper industry. *Journal of Environmental Economics and Management* 68(1):188-202.
 4. Walker, W.R. 2013. The transitional costs of sectoral reallocation: Evidence from the Clean Air Act and the workforce. *Quarterly Journal of Economics* 128 (4): 1787-1835.
 5. Becker, R. A., Pasurka Jr, C., and Shadbegian, R. J. 2013. Do environmental regulations disproportionately affect small businesses? Evidence from the Pollution Abatement Costs and Expenditures survey. *Journal of Environmental Economics and Management* 66(3): 523-538.
 6. List, J. A. Millimet, D.L., Fredriksson, P.G. and McHone, W.W. 2003. Effects of environmental regulations on manufacturing plant births: Evidence from a propensity score-matching estimator. *Review of Economics and Statistics* 85(4): 944-952.
 7. Greenstone, M. 2002. The impacts of environmental regulations on industrial activity: Evidence from the 1970 and 1977 clean air act amendments and the census of manufactures. *Journal of Political Economy* 110(6): 1175-1219.
 8. Berman E. and Bui, L. 2001. Environmental Regulation and Labor Demand: Evidence from the South Coast Air Basin. *Journal of Public Economics* 79(2): 265–295.
 9. Morgenstern, R.D. Pizer, W. A. and Shih, J.S. 2002. Jobs versus the Environment: An Industry-Level Perspective. *Journal of Environmental Economics and Management* 43(3): 412–436.
 10. Jaffe, B. Peterson, S.R., Portney, P.R. and Stavins, R.N. 1995. Environmental regulation and the competitiveness of U.S. manufacturing: What does the evidence tell us? *Journal of Economic Literature* 33(1): 132-163.

Week 8: Referee Reports and Response to Reviews

- Lecture and discussion on how to write referee reports and respond to reviewer's comments
- References
 1. Berk, J.B., Harvey, C.R., and Hirshleifer, D. 2015. Preparing a referee report: Guidelines and perspectives. <https://www.aeaweb.org/content/file?id=222>

Seminar in Environmental Economics, AEB 7XXX

TBD

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2. Noble WS (2017) Ten simple rules for writing a response to reviewers. PLoS Comput Biol 13(10): e1005730. <https://doi.org/10.1371/journal.pcbi.1005730>
- Blogs
 1. Bellemare, M. <https://marcfbellemare.com/wordpress/5542>

Week 9: Empirical Analysis on Compliance

- Papers for summary by students
 1. Shimshack, J. P., and Ward, M. B. 2008. Enforcement and over-compliance. *Journal of Environmental Economics and Management* 55(1), 90-105.
 2. Shimshack, J.P. and Ward, M. B. 2005. Regulator reputation, enforcement, and environmental compliance. *Journal of Environmental Economics and Management* 50 (2): 519-540.
 3. Earnhart, D. 2004. Regulatory factors shaping environmental performance at publicly-owned treatment plants. *Journal of Environmental Economics and Management* 48(1): 655-681.
 4. Stafford, S. L. 2002. The effect of punishment on firm compliance with hazardous waste regulations. *Journal of Environmental Economics and Management* 44(2): 290-308.

Weeks 10-11:

- Referee Report #1 Due (Feb 28)
- Spring Break (March 2-10)
- Research Paper Proposal Presentation (March 11-15)
- Research Proposal Due (March 15)

Week 12: Cost and Benefit Analysis and Valuation Theory

- Lecture
- Phaneuf and Requate. Chapter 14.
- Other references:
 1. Cropper and Oates (1992): pp. 700-728
 2. R. Costanza et al. The value of the world's ecosystem services and natural capital. 1997. *Nature* 387: 253 – 260.

Week 13: Travel Cost Method

- Lecture
- Phaneuf and Requate. Chapter 17.
- Other references
 1. Landry, C.E., Lewis, A.R., Liu, H., Vogelsong, H. 2016. Addressing onsite sampling in analysis of recreation demand: Economic value and impact of visitation to Cape Hatteras National Seashore. *Marine Resource Economics* 31(3), 301–322.
 2. von Haefen, R.H. and Phaneuf, D. J. 2003. Estimating Preferences for Outdoor Recreation: a Comparison of Continuous and Count data Demand System Frameworks. *Journal of Environmental Economics and Management* 45: 612-630.

3. Phaneuf, D. J., Kling, C. L., and Herriges, J. A. 2000. Estimation and welfare calculations in a generalized corner solution model with an application to recreation demand. *Review of Economics and Statistics* 82(1): 83-92.
4. Haab, T.C. and McConnell, K.E. 1996. Count data models and recreation demand. *American Journal of Agricultural Economics* 78(1): 255-263.
5. Englin, J.E. and Shonkwiler, J.S. 1995. Estimating social welfare using count data models: An application to long-run recreation demand under conditions of endogenous stratification and truncation. *Review of Economics and Statistics* 77(1): 104-112.
- Papers for summary by students
 1. Keiser, D.A. 2019. The missing benefits of clean water and the role of mismeasured pollution. *Journal of the Association of Environmental and Resource Economics* 6(4): 669-707.
 2. Shi, W, Huang, J.C. 2018. Correcting onsite sampling bias: A new method with application to recreation demand analysis. *Land Economics* 94(3):459-474.
 3. Alvarez, Sergio and Larkin, Sherry L. and Whitehead, John C. and Haab, Tim. 2014. A revealed preference approach to valuing non-market recreational fishing losses from the Deepwater Horizon oil spill. *Journal of Environmental Management* 145: 199-209.
 4. Comment on “A revealed preference approach to valuing non-market recreational fishing losses from the Deepwater Horizon Oil Spill” and its “Corrigendum” by Alvarez et al.
 5. Reply to “Comment on: A revealed preference approach to valuing non-market recreational fishing losses from the Deepwater horizon oil spill and its corrigendum”
 6. Timmins, C., and Murdock, J. 2007. A revealed preference approach to the measurement of congestion in travel cost models. *Journal of Environmental Economics and management* 53(2), 230-249.
 7. Huang J.C., Haab, T., and Whitehead, J.C. 1997. Willingness to pay for quality improvements: Should revealed and stated preference data be combined?

Week 13: Hedonic and Sorting Models

- Lecture
- Phaneuf and Requate. Chapter 18.
- Papers for summary by students
 1. Walsh, P., Griffiths, C., Guignet, D. and Klemick, H., 2019. Adaptation, sea level rise, and property prices in the Chesapeake Bay watershed. *Land economics* 95(1):19-34.
 2. Bin, O., Poulter, B., Dumas, C.F. and Whitehead, J.C., 2011. Measuring the impact of sea-level rise on coastal real estate: A hedonic property model approach. *Journal of Regional Science* 51(4): 751-767.
 3. Klaiber, H.A. and Phaneuf, D.J. 2010. Valuing open space in a residential sorting model of the Twin Cities. *Journal of Environmental Economics and Management* 60(2): 57-77.
 4. Anselin and N. Lozano-Gracia. 2008. Errors in variables and spatial effects in hedonic house price models of ambient air quality. *Empirical Economics* 34:5-34.

5. Banzhaf, S. and Walsh, R.P. 2008. Do people vote with their feet? An empirical test of Tiebout's mechanism. *American Economic Review* 98(3): 843-863.
6. Pope. 2008. Do seller disclosures affect property values? Buyer information and the hedonic model. *Land Economics* 84(4): 551-572.
7. Ihlanfeldt, K. and Taylor, L.O. 2004. Externality effects of small-scale hazardous waste sites: Evidence from urban commercial property markets. *Journal of Environmental Economics and Management* 47 (1): 117-139.

Week 14: Contingent Valuation and Choice Experiment

- Lecture
- Johnston, R. J. et al. 2017. Contemporary guidance for stated preference studies. *Journal of the Association of Environmental and Resource Economists* 4(2), 319-405.
- Papers for summary by students
 1. Carson, R. T., and Czajkowski, M. 2019. A new baseline model for estimating willingness to pay from discrete choice models. *Journal of Environmental Economics and Management* 95: 57-61.
 2. Zawojcka, E., Bartczak, A. and Czajkowski, M., 2019. Disentangling the effects of policy and payment consequentiality and risk attitudes on stated preferences. *Journal of Environmental Economics and Management* 93: 63-84.
 3. Carson, R. T., Mitchell, R. C., Hanemann, M., Kopp, R. J., Presser, S., and Ruud, P. A. 2003. Contingent valuation and lost passive use: damages from the Exxon Valdez oil spill. *Environmental and Resource Economics* 25(3):257-286.
 4. Loomis, J. Kent, P., Strange, L., Fausch, K. and Covich, A. 2000. Measuring the total economic value of restoring ecosystem services in an impaired river basin: Results from a contingent valuation survey. *Ecological Economics* 33: 103-117.
 5. Adamowicz, P. Boxall, M. Williams and J. Louviere. 1998. Stated preference approaches for measuring passive use values: Choice experiments and contingent valuation. *American Journal of Agricultural Economics* 80(1): 64-75.
 6. Cummings, G. and Taylor, L.O. 1999. Unbiased value estimates for environmental goods: A cheap talk design for the contingent valuation method. *American Economic Review* 89(3): 649-665.

Weeks 15-16: Review and Presentation

- Review
- Presentation of Research Paper Presentation (April 15-22)
- Second Referee Report Due (April 22)

Weeks 17-18

- Final Paper Due (April 29)

Presentations

Each student will make two presentations on two journal papers in the reading list and submit the presentation on Canvas. The presentation should include a discussion of the main points of the article (e.g. What is the research question? What is the research method? What are the main findings?): highlight the specific contribution of the paper (methods or policy relevance), and discuss weaknesses or limitations that can be addressed by future studies. The presentations will be peer-reviewed. Students will be asked to select the papers of their choice during the first week of the class. The schedule to present these papers will be posted on Canvas.

Homework Assignments

I will provide datasets for the homework assignment during the first week of the class. Datasets, specific guideline, due dates, and rubric will be also provided on Canvas. Students are expected to select and justify the use of empirical methods, present empirical results, and discuss conclusions.

Literature Review on Selected Topic

This literature review is based on your research interest, which leads to your research paper. Students will submit the literature review on Canvas and give a~15-minute oral presentation. These presentations will be peer-evaluated and scheduled right before the spring break. Grading rubric is posted on Canvas.

The presentation should:

- Use PowerPoint/ Prezi/Latex Beamer
- A good literature review should discuss
 - What is learned from previous studies?
 - What are some of the main limitations or flaws in the previous studies?
 - What is the recent development in the literature on the related topics? What are some of the challenges and research questions that can be addressed by your work?

Referee Reports

- Each student must hand in two referee reports on two manuscripts.
- Manuscripts, guideline, and grading rubric is posted on Canvas.
- In the referee report, you will summarize your assessment on the paper, provide recommendation on revision, rejection or acceptance, and provide specific comments and recommendations on further revisions. They are expected to be 1-2 pages.

Research Proposal and Final Paper

- Each student will submit an individual research proposal following the presentation of the research proposal right after spring break.
- Each student will write a 15-20 page double-spaced individual research paper due at the end of the semester.
- The final paper will be graded based on how successful you are in applying material from the course to your chosen topic given your background.
- The final paper presentation (~20 minutes) will be conducted at the end of the course and peer-reviewed.
- Grading rubric will be posted on Canvas.

Required texts

A Course in Environmental Economics. Theory, Policy, and Practice.

Eds. Daniel J. Phaneuf and Till Requate. 2016

ISBN-10: 052117869X

ISBN-13: 978-0521178693

Recommended texts

Valuing Environmental and Natural Resources: The Econometrics of Non-Market Valuation.

T. Habb and K.McConnell. 2002.

ISBN-10: 1840647043

ISBN-13: 978-1840647044

You can find this e-book at the university library.

A Primer on Nonmarket Valuation.

Eds. Patricia A. Champ, K.J. Boyle, and Thomas C. Brown. Second Edition, 2017.

ISBN-10: 9400771037

ISBN-13: 978-9400771031

Grading Scale

A	93% or above	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	E	Less than 60%

Evaluation of Grades

Item	Percent
Homework assignments	10%
Presentations	15%
Literature review on selected topic	10%
Referee reports	20%
Research proposal	10%
Research paper	20%
In-class participation and attendance	15%

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Excused Absences and Late Assignments

The only acceptable excuses from class and exams are as found in the UF Attendance and Makeup Policy. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at [UF Attendance and Makeup Policy](#).

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601
- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 15978**Course Name and Prerequisite Revisions for AEC 5032****Info**

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Elizabeth Whitehead liz.whitehead@ufl.edu
Created	3/16/2021 12:04:36 PM
Updated	3/17/2021 2:05:14 PM
Description of request	Broadening the course to focus on Agricultural and Natural Resources.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		3/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15978

Info

Request: Course Name and Prerequisite Revisions for AEC 5032

Description of request: Broadening the course to focus on Agricultural and Natural Resources.

Submitter: Elizabeth Whitehead liz.whitehead@ufl.edu

Created: 3/16/2021 11:11:11 AM

Form version: 1

Responses

Current Prefix AEC

Course Level 5

Number 032

Lab Code None

Course Title Agricultural Media Writing

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Agricultural Media Writing

Proposed Course Title Agricultural and Natural Resources Media Writing

Change Transcript Title? Yes

Current Transcript Title Agricultural Media Writing

Proposed Transcript Title (30 char. max) ANR Media Writing

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites AEC 5541 is the current prerequisite to this course.

Proposed Prerequisites Remove AEC 5541 as the prerequisite to this course.

Change Co-requisites? No

Rationale This would be in line with the recent change to make our course titles inclusive to our Agricultural and Natural Resources students.

Agricultural and Natural Resources Media Writing AEC 5032

Spring 2021 – 3 Credit Hours

Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.

Assistant Professor of Agricultural Communication

Email: jloizzo@ufl.edu

Office Location: 121D Bryant Hall / working remotely

Virtual Office Hours (via Zoom): Fridays 10:00-11:00am **or** by appointment

Teaching Assistant

Whitney Stone

Email: whitney.stone@ufl.edu

Office Hours: Thursdays 10 am -11:30am **or** by appointment

Class Times

Tuesday: 9:30 a.m. - 11:25 a.m.

Location

Hyflex (Bryant 107 & Zoom)

*This is a hyflex class. We will have students participating in-person in the lab, as well as students participating online. It is important you attend as many synchronous class meetings as possible, unless you have an excused absence.

Course Description

This course is designed to expose students to a variety of writing, multimedia, hardware, and software for assignments that mimic the “real world” of agricultural communication. The goal is to broaden your experience and move you as close as possible to the professional level by stretching you to learn more and apply yourselves. This course will build on skills and knowledge gained in AEC 4031 and AEC 3070. Prerequisites include AEC 3070C and AEC 3071/JOU 3101.

Course Objectives

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

1. Write effectively in business, promotional, and informational contexts
2. Effectively edit written material
3. Communicate information tailored to the needs and expectations of target audiences
4. Layout and design print and digital materials based on the principles of design
5. Use industry standard software to create print and digital materials

You will practice and demonstrate theories and skills through in-class and online discussions and project-based assignments.

Course Design

This course is structured following a **project-based learning (PjBL)** design. Our driving question this semester will be:

*How can we as science communicators and leaders utilize photography, web/print design, and writing to educate online audiences via the Streaming Science platform about the UF/IFAS Nature Coast Biological Station? *or graduate students may pitch and pursue a topic approved by Dr. L*

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product



This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

Course Readings and Resources

Required Texts:

Bradford, Jo. (2018). *Smart phone, smart photography*.

Suggested Texts

(We will provide PDF copies of chapters)

Hagen, Rebecca & Golombisky, Kim. (2013 or 2016 Edition). *White Space is Not Your Enemy*.

Required Software:

Adobe Creative Suite (Lightroom, Photoshop, InDesign, and Spark)

A high quality mobile photography app that allows control of aperture, shutter, and focus – we suggest the **Pro Camera App**.

Google StreetView App

Assignments

Instructional Goal	Assignment/Activity	Possible Points
Skill Development		200
3, 4, 5	Photo Journal	100
3, 4, 5	Adobe Lightroom Tutorial	50
3, 4, 5	Adobe InDesign Tutorial	50
Scientist Photo Essay Development		250
1, 2, 3, 4, 5	Online Activities (OAs) (20-30 points ea.)	250
Final Files		300
1, 2, 3, 4, 5	Final Adobe Spark Page	100
1, 2, 3, 4, 5	Final Embed Video	100
1, 2, 3, 4, 5	Final Print One-Pager	100
Assessment Check-Points		250
1, 3, 4, 5	Midterm Portfolio	50
1, 2, 3, 4, 5	Final Presentation and Portfolio	100
	Attendance and Professionalism	100
	TOTAL	1,000

Skill Development

- You will complete a photo journal by the midterm to demonstrate your learning from the course photography readings, videos, and other content.
- You will also complete Lynda.com tutorials about Adobe Lightroom and Adobe InDesign.

Photo Journal

You will compile a photo journal to demonstrate your photography skills and compositional elements. The photo journal assignment will have multiple parts. Details will be provided in Canvas and during class time.

Scientist Photo Essay Development

Throughout the semester, you will complete **10** Online Activities (OA) that include – written assignments and instructional videos with scaffolded steps for developing your final scientist photo essay project. Parameters for these will be provided in Canvas and during class time.

Final Files

You will develop photo essays featuring our scientist and Extension partners and their research/work. Final files to submit will consist of:

- Adobe Spark website
- Embedded video in Spark page

- PDF of print one-pager

Assessment Checkpoints

You will submit a professional online portfolio draft at the midterm and end of semester that includes photography and writing samples. You will present your completed projects (photo essay, embed video, and print piece) during a presentation to invited students, staff, and faculty within IFAS-CALS.

Extra Credit: Daily Photo Journals

Students have the option of submitting a daily photograph at the end of the semester for 30 extra credit. One (1) photo per day x 100 days=100 photographs. The details of this assignment will be provided in Canvas.

Course Grading

The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by me. You will receive specific information well in advance of deadline dates.

Grading scale

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

General Course Expectations

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/ugrad/current/regulations/info/attendance.aspx>

Attendance

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/>.

You are expected to **attend every class and arrive on time**. If you must miss class, please keep up with the assigned readings, recorded Zoom class meetings, and online activities, so you can make meaningful contributions. If you must miss class and are unable to speak with us in person, leave a voice mail or send an e-mail as soon as possible to both Dr. Loizzo and Whitney.

We expect all students to attend 80% of synchronous class meetings and to receive full professionalism points. However, we understand in current times that life has disruptions that

sometimes we cannot avoid. You can miss **THREE** synchronous class meetings – as excused, without a deduction in professionalism points. In the event you cannot attend class, firstly, communicate directly with both Dr. Loizzo **AND** Whitney via email. Secondly, if you cannot attend class meetings, you be will required to submit a one-page single spaced summary of the recorded synchronous lecture. This will be due by the end of the semester to be considered eligible for full professionalism credit.

Professionalism

Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, lack of adequate participation in group assignments, or inattentiveness during class lectures or discussions.

Late Assignments

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from us. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by us. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines.

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/>.

Zoom Class Recording Privacy Policy

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-Person Class COVID-19 Procedures

For face to face courses a statement informing students of COVID related practices such as: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

Online Course Evaluation Process

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

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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.

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0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources

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www.counseling.ufl.edu
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
 - U Matter We Care, www.umatter.ufl.edu/
 - *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>














Academic Resources



- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>
- Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

AEC 5032 Agricultural Media Writing

Spring 2021 Tentative* Course Schedule

Week	Tuesday	Reading & Online Content	Assignments
DRIVING QUESTION & PHOTOGRAPHY CONCEPTS			
1 Jan 11	<ul style="list-style-type: none">• Introductions• Course overview	  Complete Digital Photography Ch.1-2 (pp. 1-10)	OA 1 Selfie-narrative
2 Jan 18 MLK Day	<ul style="list-style-type: none">• Cameras/phones• Aperture, shutter & ISO	  Unit 1 (Ch. 1) Smart Phone, Smart Photography (pp.12-27)	*photo journal, tutorials, portfolio
3 Jan 25	<ul style="list-style-type: none">• Guest speaker• Driving question	  Unit 1 (Ch. 2 & 3) Smart Phone, Smart Photography (pp.30-59)	OA 2 Background research Scientist sign-up
4 Feb 1	<ul style="list-style-type: none">• Transcribing• Photo composition• 360º photos	  Unit 2 (Ch. 1-4) Smart Phone, Smart Photography (pp. 62-123)	*photo journal, tutorials, portfolio
PROJECT DEVELOPMENT & SOFTWARE			
5 Feb 8	<ul style="list-style-type: none">• Interviewing	 Adobe Lightroom & Spark	OA 3 Interview transcription
6 Feb 15	<ul style="list-style-type: none">• Storytelling• AP style• Hooks	 Adobe InDesign	OA 4 InDesign practice
7 Feb 22 25 recharge	<ul style="list-style-type: none">• Photo selection• Video development	 Project outline development	OA 5 Project outline
8 Mar 1	MIDTERM		Photo Journal Software Tutorials Portfolio Draft
PROJECT DRAFTING & DESIGN			
9 Mar 8	<ul style="list-style-type: none">• Project discussion	Writing drafts	OA 6 Writing draft
10 Mar 15	Writing review		OA 7 Writing review
11 Mar 22 24 recharge	<ul style="list-style-type: none">• Design elements• Color & typography	  WSINYE: 1-5	

Week	Tuesday	Reading & Online Content	Assignments
12 Mar 29	<ul style="list-style-type: none">Project drafting	  WSINYE: 7-9	OA 8 Project drafts
PROJECT REVIEW and SOURCE CHECK			
13 Apr 5	Project draft review		OA 9 Project draft review
14 Apr 12	Source check Project finalization		OA 10 Source check
PUBLIC PRESENTATION			
15 Apr 19	Final Presentations		
16 Apr 26	FINALS		FINAL FILES DUE

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.



AEC 5032

Agricultural Media Writing



AGRICULTURAL
EDUCATION AND
COMMUNICATION



STREAMING SCIENCE

Agricultural Media Writing

AEC 5032

Spring 2021 – 3 Credit Hours

Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.

Assistant Professor of Agricultural Communication

Email: jloizzo@ufl.edu

Office Location: 121D Bryant Hall / working remotely

Virtual Office Hours (via Zoom): Fridays 10:00-11:00am **or** by appointment

Teaching Assistant

Whitney Stone

Email: whitney.stone@ufl.edu

Office Hours: Thursdays 10 am -11:30am **or** by appointment

Class Times

Tuesday: 9:30 a.m. - 11:25 a.m.

Location

Hyflex (Bryant 107 & Zoom)

*This is a hyflex class. We will have students participating in-person in the lab, as well as students participating online. It is important you attend as many synchronous class meetings as possible, unless you have an excused absence.

Course Description

This course is designed to expose students to a variety of writing, multimedia, hardware, and software for assignments that mimic the “real world” of agricultural communication. The goal is to broaden your experience and move you as close as possible to the professional level by stretching you to learn more and apply yourselves. This course will build on skills and knowledge gained in AEC 4031 and AEC 3070. Prerequisites include AEC 3070C and AEC 3071/JOU 3101.

Course Objectives

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

1. Write effectively in business, promotional, and informational contexts
2. Effectively edit written material
3. Communicate information tailored to the needs and expectations of target audiences
4. Layout and design print and digital materials based on the principles of design
5. Use industry standard software to create print and digital materials

You will practice and demonstrate theories and skills through in-class and online discussions and project-based assignments.

Course Design

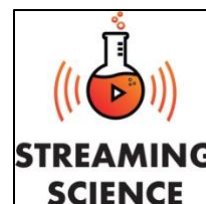
This course is structured following a **project-based learning (PjBL)** design. Our driving question this semester will be:

*How can we as science communicators and leaders utilize photography, web/print design, and writing to educate online audiences via the Streaming Science platform about the UF/IFAS Nature Coast Biological Station? ***or graduate students may pitch and pursue a topic approved by Dr. L***

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product



This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

Course Readings and Resources

Required Texts:

Bradford, Jo. (2018). *Smart phone, smart photography*.

Suggested Texts

(We will provide PDF copies of chapters)

Hagen, Rebecca & Golombisky, Kim. (2013 or 2016 Edition). *White Space is Not Your Enemy*.

Required Software:

Adobe Creative Suite (Lightroom, Photoshop, InDesign, and Spark)

A high quality mobile photography app that allows control of aperture, shutter, and focus – we suggest the **Pro Camera App**.

Google StreetView App

Assignments

Instructional Goal	Assignment/Activity	Possible Points
Skill Development		200
3, 4, 5	Photo Journal	100
3, 4, 5	Adobe Lightroom Tutorial	50
3, 4, 5	Adobe InDesign Tutorial	50
Scientist Photo Essay Development		250
1, 2, 3, 4, 5	Online Activities (OAs) (20-30 points ea.)	250
Final Files		300
1, 2, 3, 4, 5	Final Adobe Spark Page	100
1, 2, 3, 4, 5	Final Embed Video	100
1, 2, 3, 4, 5	Final Print One-Pager	100
Assessment Check-Points		250
1, 3, 4, 5	Midterm Portfolio	50
1, 2, 3, 4, 5	Final Presentation and Portfolio	100
	Attendance and Professionalism	100
	TOTAL	1,000

Skill Development

- You will complete a photo journal by the midterm to demonstrate your learning from the course photography readings, videos, and other content.
- You will also complete Lynda.com tutorials about Adobe Lightroom and Adobe InDesign.

Photo Journal

You will compile a photo journal to demonstrate your photography skills and compositional elements. The photo journal assignment will have multiple parts. Details will be provided in Canvas and during class time.

Scientist Photo Essay Development

Throughout the semester, you will complete **10** Online Activities (OA) that include – written assignments and instructional videos with scaffolded steps for developing your final scientist photo essay project. Parameters for these will be provided in Canvas and during class time.

Final Files

You will develop photo essays featuring our scientist and Extension partners and their research/work. Final files to submit will consist of:

- Adobe Spark website
- Embedded video in Spark page

- PDF of print one-pager

Assessment Checkpoints

You will submit a professional online portfolio draft at the midterm and end of semester that includes photography and writing samples. You will present your completed projects (photo essay, embed video, and print piece) during a presentation to invited students, staff, and faculty within IFAS-CALS.

Extra Credit: Daily Photo Journals

Students have the option of submitting a daily photograph at the end of the semester for 30 extra credit. One (1) photo per day x 100 days=100 photographs. The details of this assignment will be provided in Canvas.

Course Grading

The course grading scale is provided in the following section. Papers and out-of-class assignments must be typed and formatted according to instructions provided by me. You will receive specific information well in advance of deadline dates.

Grading scale

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

General Course Expectations

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/ugrad/current/regulations/info/attendance.aspx>

Attendance

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/>.

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In-Person Class COVID-19 Procedures

For face to face courses a statement informing students of COVID related practices such as: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our

responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

Online Course Evaluation Process

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0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

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
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *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>



Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>
- Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

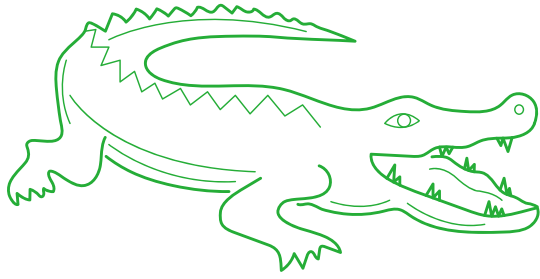
AEC 5032 Agricultural Media Writing

Spring 2021 Tentative* Course Schedule

Week	Tuesday	Reading & Online Content	Assignments
DRIVING QUESTION & PHOTOGRAPHY CONCEPTS			
1 Jan 11	<ul style="list-style-type: none">• Introductions• Course overview	  Complete Digital Photography Ch.1-2 (pp. 1-10)	OA 1 Selfie-narrative
2 Jan 18 MLK Day	<ul style="list-style-type: none">• Cameras/phones• Aperture, shutter & ISO	  Unit 1 (Ch. 1) Smart Phone, Smart Photography (pp.12-27)	*photo journal, tutorials, portfolio
3 Jan 25	<ul style="list-style-type: none">• Guest speaker• Driving question	  Unit 1 (Ch. 2 & 3) Smart Phone, Smart Photography (pp.30-59)	OA 2 Background research Scientist sign-up
4 Feb 1	<ul style="list-style-type: none">• Transcribing• Photo composition• 360º photos	  Unit 2 (Ch. 1-4) Smart Phone, Smart Photography (pp. 62-123)	*photo journal, tutorials, portfolio
PROJECT DEVELOPMENT & SOFTWARE			
5 Feb 8	<ul style="list-style-type: none">• Interviewing	 Adobe Lightroom & Spark	OA 3 Interview transcription
6 Feb 15	<ul style="list-style-type: none">• Storytelling• AP style• Hooks	 Adobe InDesign	OA 4 InDesign practice
7 Feb 22 25 recharge	<ul style="list-style-type: none">• Photo selection• Video development	 Project outline development	OA 5 Project outline
8 Mar 1	MIDTERM		Photo Journal Software Tutorials Portfolio Draft
PROJECT DRAFTING & DESIGN			
9 Mar 8	<ul style="list-style-type: none">• Project discussion	Writing drafts	OA 6 Writing draft
10 Mar 15	Writing review		OA 7 Writing review
11 Mar 22 24 recharge	<ul style="list-style-type: none">• Design elements• Color & typography	  WSINYE: 1-5	

Week	Tuesday	Reading & Online Content	Assignments
12 Mar 29	<ul style="list-style-type: none">Project drafting	  WSINYE: 7-9	OA 8 Project drafts
PROJECT REVIEW and SOURCE CHECK			
13 Apr 5	Project draft review		OA 9 Project draft review
14 Apr 12	Source check Project finalization		OA 10 Source check
PUBLIC PRESENTATION			
15 Apr 19	Final Presentations		
16 Apr 26	FINALS		FINAL FILES DUE

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.



we are
AEC-CLD
at the University of Florida

We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

We explore the varied perspectives, theories and science underlying these issues.

We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

JL It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JL You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

JL Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JL The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

JL The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

JL The course schedule should be concise and include the appropriate number of weeks in the semester.

JL All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

n/a Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

JL Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JL The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JL The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Cover Sheet: Request 15979**Course Name and Prerequisite Revisions for AEC 5037****Info**

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Elizabeth Whitehead liz.whitehead@ufl.edu
Created	3/16/2021 12:34:45 PM
Updated	3/17/2021 2:06:07 PM
Description of request	Broadening the course to focus on Agricultural and Natural Resources.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		3/16/2021
AEC 5037 Ag Media Production Syll.pdf					3/16/2021
College	Pending	CALS - College of Agricultural and Life Sciences			3/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15979

Info

Request: Course Name and Prerequisite Revisions for AEC 5037

Description of request: Broadening the course to focus on Agricultural and Natural Resources.

Submitter: Elizabeth Whitehead liz.whitehead@ufl.edu

Created: 3/16/2021 12:13:02 PM

Form version: 1

Responses

Current Prefix AEC

Course Level 5

Number 037

Lab Code None

Course Title Agricultural Media Production

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes

Current Course Title Agricultural Media Production

Proposed Course Title Agricultural and Natural Resources Media Production

Change Transcript Title? Yes

Current Transcript Title Agricultural Media Production

Proposed Transcript Title (30 char. max) ANR Media Production

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites AEC 5541 is the prerequisite to this course.

Proposed Prerequisites Remove AEC 5541 as the prerequisite to this course.

Change Co-requisites? No

Rationale This would be in line with the recent change to make our course titles inclusive to our Agricultural and Natural Resources students.

AEC 5037 Agricultural and Natural Resources Media Production

Podcasting to Increase Science Literacy

Spring 2021 – 3 Credit Hours

Department of Agricultural Leadership, Education, & Communication

Instructor

Jamie Loizzo, Ph.D.

Assistant Professor of Agricultural Communication

Email: jloizzo@ufl.edu

Office Location: 121D Bryant Hall / working remotely

Virtual Office Hours (via Zoom): Fridays 10:00-11:00am **or** by appointment

Class Times

Location

Wednesday: Periods 2-3 (8:30 a.m. - 10:25 a.m.) Zoom

*This is fully online class with synchronous class meetings via Zoom. It is important you attend as many 'live' class meetings as possible, unless you have an excused absence.

Teaching Assistant

Jacqueline Aenlle

Email: jaenlle@ufl.edu

Virtual Office Hours: Thursdays 10-11am **or** by appointment

Course Description

Provides directed experience in the following areas of agricultural communication: video production, graphic design, visual composition, desktop publishing and multimedia development. Prereq: AEC 3070.

Course Emphasis:

It is imperative for agricultural and environmental sciences communicators to understand the concepts and theories of science literacy, national standards for what it means to be a scientifically literate citizen, and how to connect scientists and the public through a variety of communication channels. Podcasting to Increase Science Literacy is an undergraduate/graduate cross-listed college course designed to raise your awareness of science literacy concepts, how to engage in public conversations about controversial issues, how to interview scientists, how to edit scientific audio interviews, and how to ultimately produce a podcast series with the goal of increasing the public's science literacy.

Course Objectives

Through course projects, discussions, and readings you will be able to:

1. Describe science literacy and national science literacy education standards
2. Research controversial scientific concepts
3. Contact and engage with scientists in a variety of research settings
4. Develop podcast interview outlines and questions

5. Conduct scientific audio interviews
6. Edit scientific audio interviews
7. Produce online podcast episodes
8. Write brief podcast descriptions
9. Use social media to share the final project

You will practice and demonstrate theories and skills through in-class and online discussions, and project-based assignments.

Course Design

This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be: *How can we as science communicators and leaders utilize podcasting to educate online audiences about IFAS/CALS COVID-19 research efforts? And how COVID-19 has impacted the scientific enterprise?*

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product



This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

Course Readings and Resources

Turn Up the Volume: A Down and Dirty Guide to Podcasting - Michael O'Connell

<https://www.amazon.com/Turn-Up-Dirty-Guide-Podcasting/dp/1138218030>

Science for All Americans – Oxford University Press (This is free!!)

<http://www.aaas.org/report/science-all-americans>

Your smartphone / laptop / iPads for check out in the Mac Lab

Canvas: <https://elearning.ufl.edu/>

GatorCloud: Google OneDrive

Adobe Audition

Assignments

Instructional Goal	Assignment/Activity	Possible Points
4,5	Practice Interview	20
6	LinkedIn Learning: Audition Tutorial	50
2-5	SME Raw Interviews (x2 @ 25pts ea.)	50
2-7	Podcast Rough Cuts (x2 @ 50pts ea.)	100
2-7	Podcast Reviews	50
2-7	Podcast Source Check	50
8,9	Wave Graphics	50
2-7	Behind the Scenes Podcast	50
2-7	Final Scientist Podcasts (x 2)	200
1-9	Online Activities (OA) (4 @ 20pts ea.)	140
1-9	Final Presentation	60
	Professionalism & Attendance	50
	Total	870

Introduction Audio:

Create a 1-2 minute audio narrative to introduce yourself to the class. Use a cell phone or other mobile device to record the audio and tell us about yourself, your year in school, your interests in communication, your reasons for taking this course, what you hope to learn in this course, and an interesting fact about yourself. After you record the audio, upload it to Canvas.

Practice Interview:

You will conduct a practice podcast with a classmate or peer outside of class. This will include conducting an interview about the person and learning how to use the recording and editing equipment.

Podcast Planning & Production:

It takes planning to successfully develop podcast interviews and a podcasting series. This exercise involves a series of assignments that will be explained during class time – including developing a podcast production timeline, interview questions, raw audio recordings, intro/outro scripts, music, and rough cuts.

Rough Cut Podcast Review:

You will partner with a classmate to review one another's rough draft podcasts before the final project is due. Dr. Loizzo and Jacqueline will also listen to rough cuts and provide feedback. You are expected to address all reviewer feedback in making your final podcast edits.

Final Scientist Podcasts:

At the end of the semester, you will submit the two approximately 15-30 minute podcasts you created on your selected agricultural and environmental science topic, which includes two scientist interviews, edited audio, and uploading the files for Streaming Science.

Behind the Scenes Podcast:

You will interview produce a podcast with your classmates about their journey in developing their final scientist podcasts for this class. Further clarification will be given in class.

Final Web Synopsis, Keywords, and Wave Graphics:

You will write a short web synopsis, keywords, and social media wave graphics to post and promote each of your podcasts via the Streaming Science platform.

Final Presentation:

There is not a typical final exam for this course. Instead, you will present your completed projects (web story, social media posts, and podcasts) during a presentation to invited students, staff, and faculty within IFAS/CALS.

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0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

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
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *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>

AEC 4036/5037/6932 Advanced Agricultural Communication Production
Podcasting to Increase Science Literacy

Spring 2021 Tentative* Course Schedule

Week	Wednesday	Online	Assignment Due
PODCAST & SCILIT BASICS			
1 Jan 11	<ul style="list-style-type: none"> • Introductions • Streaming Science • COVID-19 impacts theme 	Podcast: Intro & Ch 1  	OA 1 Intro Audio SS COVID-19 theme SS Listener avatar
2 Jan 18 MLK Day	<ul style="list-style-type: none"> • Science podcasts • Podcast equipment • Recording audio 	What is science literacy?  	OA 2 Science literacy Science podcasts Recording practice Topics sign-up
3 Jan 25	<ul style="list-style-type: none"> • How to listen • Recording audio • Research & email SMEs 	Podcast: Ch 2 & 3  	OA 3 Topics research SMEs contact
4 Feb 1	<ul style="list-style-type: none"> • Interviewing a scientist • Interview questions • Hosting tips 	Podcast: Ch 4 & 5 Canvas links  	Practice Interview OA 4 SME Interview Questions
PODCAST PRODUCTION			
5 Feb 8	<ul style="list-style-type: none"> • Interview questions • Podcast editing basics <ul style="list-style-type: none"> ○ Audition 	Podcast: 6 & 7  	OA 4 SME Interview Questions *begin podcast recording
6 Feb 15	Podcast Recording		
7 Feb 22 25 recharge	Podcast Recording		OA 5 LinkedIn Learning: Audition Tutorial
8 Mar 1	<ul style="list-style-type: none"> • Recording Updates • Podcast streaming sites • Podcast editing advanced <ul style="list-style-type: none"> ○ Audition 	Project 2061  	*finish podcast recording Raw Interviews

9 Mar 8	<ul style="list-style-type: none"> • Writing and intros/outros • Selecting music • Podcast editing 	SfAA: Ch 1  	OA 6 Readings Intro/Outro Scripts Music Vote
10 Mar 15	Podcast Editing		
11 Mar 22 24 recharge	Podcast Editing		Podcast Rough Cuts
12 Mar 29	Podcast Review & Feedback Podcast Source Check		Podcast Reviews
13 Apr 5	Social media plan, web synopsis, & key words	Podcast: 8  	Podcast Source Check
FINAL EDITS & ONLINE PROMOTION			
14 Apr 12	Behind the Scenes Recording		Behind the Scenes Audio OA 7 Web Synopsis & keywords
15 Apr 19	Final Presentations		
16 Apr 26	Wave Graphics Final podcast files Final reflection		

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, and other unforeseen time circumstances.

AEC 5037: Agricultural Media Production
Spring 2020
MONDAY 2-4 periods (8:30-11:30)
Course Content is on Canvas

INSTRUCTOR:

Ricky W. Telg, Ph.D.
E-Mail: rwtelg@ufl.edu
101B Bryant Space Science Center
Phone: 352-273-2094
Cell: 352-682-2285

TEACHING ASSISTANT:

Moses Mike
moses.mike@ufl.edu
406 Rolfs Hall

OFFICE HOURS:

MW 11:30-12:30, before and after class, and by appointment as needed.

CLASS MEETS in 107 Bryant Hall computer lab. We may also have field trips during the semester. Please review the “**Course Schedule**” to see where we will meet each day. This is a co-taught undergraduate/graduate course.

Course outline and general description: This course provides an overview of advanced digital media production techniques. You will draw upon the skills and knowledge you learned in *AEC 3070c: Digital Media Production*.

This course will be different from any course you have taken in this department. It will very much be a “practicum-based” course, meaning you are going to do major projects for the course’s grade. This course’s main purpose is to **create professional-quality science videos for educational purposes** for the **Florida Museum of Natural History (FMNH)** and **UF/IFAS Research**. Videos will be shown at the museum’s permanent *Exploring our World* video display wall, on websites, and on WUFT-TV.

Because of the nature of this exciting and high-profile project, this course will adhere to the strictest of professional standards. Students’ work will be expected on time and of such quality that it will be able to be displayed at the museum (or online) and to be shown by our clients. The instructor will provide more details about the quality and scope of the work throughout the semester.

Objectives: After this course, the student should be able to:

- Develop informational and news science- and agriscience-related videos.
- Critically think about research being conducted at the University of Florida.

Text/required readings: No textbook is required for this course. Course readings may be assigned to help students succeed in class. When readings are assigned, students are expected to have read the materials prior to class.

Supplies: Students will receive a **portable hard drive** to save their raw footage and their final videos on. Students will also be provided with a high-capacity SD card for video recording.

E-mail: Students are **REQUIRED** to be able to send and receive **e-mail**. This is extremely important in this class, due to the nature of the professional assignments.

Grading Scale

A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

UF grading policies: For information about UF grades and grading policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Brief Description of Assignments

- **Video reflections:** Students will submit reflections of video they watch and shoot at the beginning of the semester and near the end of the semester.
- **Practice videos:** Students will create one practice video from footage and an interview that they shoot at the beginning of the semester.
- **Explore Research at the University of Florida video:** Students will create a video highlighting research at the University of Florida. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Explore Research at the University of Florida “Why Science?” video:** Students will create a video highlighting the researcher in the *Explore Research* video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research video:** Students will create a video on research being conducted in IFAS. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research “Why Science?” video:** Students will create a video highlighting the researcher in the IFAS video. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **UF/IFAS Research “REVISED” to Explore Research videos (regular and “Why Science?”):** Students will revise their UF/IFAS Research video – by changing out the intro, outro, and lower thirds – for use on the *Explore Research* video wall. Students will also subtitle the video and provide a brief description of the video for YouTube.
- **Researcher emails, release forms, and approval:** Students must receive confirmation emails from their researchers for the videos, release forms for those in the videos, and approvals of the finished videos.
- **Submitting files:** Students are required to submit all video and project files at the end of the semester.

Late assignment policy: A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be **strictly** enforced.

<u>Assignments:</u>	<u>Points</u>	<u>Your Score</u>
Reflections (4 x 25)	100	_____
<u>Practice Videos</u>		
Practice Video 1	50	_____
Practice Video 2	50	_____
<u>Video 1</u>		
IFAS Research DRAFT (SUBTITLES)	25	_____
IFAS Research FINAL (SUBTITLES + YouTube info)	100	_____
<u>Video 2</u>		
IFAS Research “Why Science?” DRAFT (SUBTITLES)	25	_____
IFAS Research “Why Science?” FINAL (SUBTITLES + YouTube info)	100	_____
<u>Video 3</u>		
Explore Research DRAFT (SUBTITLES)	25	_____
Explore Research FINAL (SUBTITLES + YouTube info)	100	_____
<u>Video 4</u>		
Explore Research “Why Science?” DRAFT (SUBTITLES)	25	_____
Explore Research “Why Science?” FINAL (SUBTITLES + YouTube info)	100	_____
<u>Video 5</u>		
IFAS/MUSEUM revised DRAFT (SUBTITLES)	25	_____
IFAS/MUSEUM revised FINAL (SUBTITLES + YouTube info)	25	_____
<u>Video 6</u>		
IFAS/MUSEUM “Why Sci.” DRAFT	25	_____
IFAS/MUSEUM “Why Sci.” revised FINAL (SUBTITLES + YouTube info)	25	_____
Submitting all video and project files	100	_____
Researcher emails (2 x 12.5)	25	_____
Researcher release forms (2 x 12.5)	25	_____
Researcher approvals of videos (2 x 12.5)	25	_____
Participation/attendance	25	_____
TOTAL: 1,000		

Attendance: Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend class and to be in class **on time**. Only documented doctor’s excuses or UF-

approved activities will be excused. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Cell phones: Students are asked to silence their cellular phones before entering the classroom.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities: In 1995 the UF student body enacted a new honorcode and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honorcode, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: “**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (*Source: 2008-2009 Undergraduate Catalog*)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

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/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Materials and Supplies Fee: A materials and supplies fee is collected for this course to pay for costs associated with assignments in this course.

EXPECTATIONS FOR WRITING: In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.

EXPECTATIONS FOR DESIGN: In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following **design** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.

- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixelated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
 - Microsoft PowerPoint
 - Microsoft Word
 - Adobe Photoshop (photographs)
 - Adobe Illustrator (graphics). This software program is taught only in AEC 4035. The expectations for actual graphic design in other courses will be minimal.
 - Adobe InDesign (print layout)
 - WordPress (Web)
 - Final Cut Pro X or Adobe Premiere (video)

The University of Florida has an agreement with **Lynda.com** to provide FREE online tutorials to students and faculty on many software programs. If you feel "rusty" with any program, after being introduced to it in an AEC course, it is **highly recommended** that you take it upon yourself to go through some of the Lynda.com tutorials: <https://elearning.ufl.edu/>. Click on the Lynda.com box on the right side of the screen.

Course schedule

WEEK 1

Jan. 6 Introduction to course and to science communication

Conducting pre-interviews, conducting and shooting interviews for unscripted video format

Camera operation

LAB: Practice with DSLR cameras.

REVIEW: Explore Research and UF/IFAS Research video ideas.

DUE THIS FRIDAY AT 5 P.M.: REFLECTION 1 (review TWO previously produced Explore Research or IFAS Research videos)

Jan. 10 (Friday)

QUICK Adobe Premiere workshop (reintroduce Premiere)

WEEK 2

Jan. 13 Camera operation (DSLR), lighting, location “scout”

ASSIGN: Explore Research and UF/IFAS Research videos.

WEEK 3

Jan. 20 HOLIDAY!!!

DUE THIS FRIDAY AT 5 P.M.: PRACTICE VIDEO 1

DUE THIS FRIDAY AT 5 P.M.: REFLECTION 2 (based on Practice Video 1)

WEEK 4

Jan. 27 How to Manage Criticism

Camera operation (DSLR), lighting, location “scout” (OR Advanced Adobe Premiere)

Critique PRACTICE VIDEO 1

WEEK 5 <<TELGOUT>>

Feb. 3 Advanced Adobe Premiere

DUE THIS FRIDAY AT 5 P.M.: PRACTICE VIDEO 2

DUE THIS FRIDAY AT 5 P.M.: REFLECTION 3 (based on Practice Video 2)

WEEK 6

Feb. 10 The Psychology of Captioning

Captioning/Subtitling + Advanced Adobe Premiere

Critique PRACTICE VIDEO 2

WEEK 7

Feb. 17 Advanced Adobe Premiere

DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE VIDEO w/ subtitles (1)

WEEK 8

Feb. 24 Technologies for video Discuss use of UAS + Work day

Critique DRAFT IFAS or EXPLORE VIDEO (1)

DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (2)

WEEK 9

SPRING BREAK!!!

WEEK 10

Mar. 9 Critique DRAFT IFAS or EXPLORE “WHY SCIENCE?” VIDEO (2)

DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE VIDEO w/ subtitles (3)

DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS OR EXPLORE “WHY SCIENCE?” VIDEO w/ subtitles (4)

WEEK 11

Mar.16 Discussion with Untamed Science video producers

Critique DRAFT IFAS or EXPLORE VIDEOS (3 & 4)

DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE VIDEO w/ subtitles (1)

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE “WHY SCIENCE?” VIDEO
w/ subtitles (2)**

WEEK 12

Mar. 23 Critique FINAL IFAS or EXPLORE VIDEOS (1 & 2)

DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE VIDEO w/ subtitles (3)

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS OR EXPLORE “WHY SCIENCE?” VIDEO
w/ subtitles (4)**

DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS REVISED VIDEO w/ subtitles (5)

**DUE THIS FRIDAY AT 5 P.M.: DRAFT IFAS REVISED “WHY SCIENCE?” VIDEO
w/ subtitles (6)**

WEEK 13

Mar. 30 Critique FINAL IFAS or EXPLORE VIDEOS (3 & 4)

Critique DRAFT IFAS or EXPLORE VIDEOS (5 & 6)

DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS REVISED VIDEO w/ subtitles (5)

**DUE THIS FRIDAY AT 5 P.M.: FINAL IFAS REVISED “WHY SCIENCE?” VIDEO
w/ subtitles (6)**

WEEK 14

Apr. 6 Tour CITT facility.

FINAL WORK DAY BEFORE PRESENTATIONS!!!

Finalize YouTube “blurbs” for all videos.

DUE THIS FRIDAY AT 5 P.M.: REFLECTION 4 (based on what you’ve done this semester)

WEEK 14

Apr. 13 Presentation to FLORIDA MUSEUM OF NATURAL HISTORY

WEEK 15

Apr. 20 Presentation to IFAS RESEARCH

DUE THIS WEDNESDAY BY 5 P.M.

- All finished videos with NO subtitles.
- All finished videos WITH subtitles.
- All project files.
- All b-roll, interviews, photos.

Video Guidelines

A good story has setup: conflict, mystery or challenge, and resolution.

Make the topic relevant to everyday life. Find a relationship even if it ends up being between pure and applied research. Look for specific, local examples. Use a strong lead to draw people in; add humor or surprise.

Stick to facts. Keep politics, religion, and opinion out of your interview.

Explain how the world works. Communicate process as well as product. (What is a theory?) What about skeptics? Don't ignore skeptics, address. Look deeper for motivations. Share exciting news about science and research projects.

Simplify complex information. Keep the videos' content at an eighth-grade level. Use language and graphics that anyone can understand. Use short sentences with a single topic. Be aware of how your message will be viewed in other cultures. Be neutral.

Talk about impacts, benefits, and outcomes. Offer explanations. If there are risks, do not incite panic or be emotional. Use a positive voice!

Don't cover upsetting material. We don't want to see dissections or topics that will upset people.

Overall Tips/Guidelines:

- Inaccuracies and misstated facts will lead to video rejection.
- Use only approved intro/outro and music.
- Scientist and course instructor must approve video for successful completion of project.

Possible Formats:

- Research project as a quest to learn something or solve a problem
- Research project as a career mission; career path (how they got interested and what inspired them)
- Research process explained
- Research collaborations
- Research processes and connectivity (one process developed that is used in another field)
- Implications for multiple disciplines

Video Reflections

Part of this class is not only that you become good videographers and understand important topics related to UF research, BUT also that you can identify good video qualities and content. To that end, you will have the opportunity to critique your own work.

Reflections

- You will critique videos that were previously developed for *Explore Research* and *IFAS Research*, in order to begin developing a critical eye on what your own videos should look like.
- You will critique your two PRACTICE VIDEOS at the beginning of the semester so that you get better at shooting before it really counts.
- For Reflection 4, you will provide an overview of what you have learned this semester in Week 14.

Grading will be based on

- **How thoughtful/insightful your comments are.**
- **Grammar and punctuation.**

Practice Videos

Students will create two practice videos from video the student shoots.

Grading will be based on shot composition, story content, and good, solid editing.

Draft Videos

For the major assignments, you will create DRAFTS of each one. The DRAFT will be peer-critiqued by fellow students and instructors. Students must have almost the entire video completed by the due date/time in order to receive any credit. The DRAFT should be as **close to perfect** as possible so that we can just tweak it a little and make your good product even better.

Grading for all videos will be based on shot composition, story content, and good, solid editing.

Explore Research and IFAS Research Videos

Overview:

Students will create 2- to 3-minute-long videos on research being conducted at the University of Florida or within UF/IFAS. These are **unscripted** pieces. They will be based on interviews and some demonstrations, so there will not be a scripted video.

Description of Project:

The entire length of each video (including intro and credits) will be no more than 3 minutes (or thereabouts). The videos must convey enough information to tell the story, but in an **extremely** brief timeframe.

To get an idea of the way the FMNH videos will be, Dr. Telg recommends watching previously produced videos on the **Florida Museum of Natural History's *Explore Research*** YouTube site at <http://www.youtube.com/playlist?list=PL31A3A033564F70E4&feature=plcp>.

For **IFAS Research** videos, refer to this YouTube location:

https://www.youtube.com/playlist?list=PLzEF_ljQASFvNgYnzhlecJfe_a-fcKV4Z

As you will see in these unscripted videos, there is **NO NARRATOR**; the only person you hear is the researcher. The videos are edited in such a way that the researcher's comments make **total sense**. You will also see that there is a large amount of video that covers the "talking head" of the researcher. You will be expected to incorporate high-quality footage in your videos, so that we do not see much of the researcher. When the interview is going on, you should be thinking about how you can use video to cover the "talking head" as much as possible. In addition, you may need to interview more than one person for the story, especially with stories about collaborative research.

When finished, these videos will be on the museum's permanent video exhibit, on the museum's website, and aired periodically on UF's WRUF-TV channel.

IMPORTANT: To conform to the time requirements for WRUF-TV, **the videos MUST end at the "quarter minute" – :00, :15, :30, or :45.** The videos must be edited so that they END at the quarter minute (or within one second).

IMPORTANT: Along with the videos, you **MUST** write a **two- to three-sentence brief description** of what the video entails. This will be posted to YouTube too.

IMPORTANT: **You must create a version with subtitles.** You will have to type in the words that people say word for word. For a 3-minute video, this may take about an hour.

Pre-Interview:

During the pre-interview, you should get a better grasp of the scope of the scientist's research. You may want to send the email that Dr. Telg has created to give the scientist an overview of the museum exhibit project. You should follow-up your emails with a telephone call in case your message went to junk mail. You may **NOT** do the pre-interview by e-mail or by phone unless the researcher is far from Gainesville. **You MUST go there**, if for no other reason than to get an idea of the visual possibilities. You need to get shots of people doing things, so "lead" the researcher to provide you with ideas of how best to "visualize" the stories.

For the interview:

Try to use a background that puts the scientist IN the research environment. **Don't shoot the researcher at his/her desk if at all possible.** Put him/her in his lab or in the field or somewhere that makes sense. Not in the office, not against a brick wall or a white wall.

Let the scientist talk, but preface each question or section with “**brief comments.**” Remember, this is ONLY to last three minutes for each video. **We want the highlights.** This will be shown in the museum. What is the “elevator message” (what can be explained in a few short paragraphs)?

You may find that the researcher collaborates with another researcher. (This should come out in the pre-interview.) You should strongly consider doing a brief interview with the collaborator.

Also, try to encourage the researcher to mention “University of Florida” or his/her department or project, so that that can be included in the final, edited video.

NOTE: For anyone in the video, you must get a **signed RELEASE FORM**. This way, we may use each person's likeness for the videos. For minors, a parent or guardian **MUST** sign the release form.

The video shoot:

In the pre-interview, you should come away with a good grasp of the types of video shots that you should prepare for. Get shots of people *doing* something. Some of the videos may be more of a “demonstration” flavor to it, where the researcher shows what he/she does. Just remember not to include the researcher or his/her assistant in EVERY single shot. You will need cut-ins, cut-aways, and lots and lots of shots. Also, it is best for these to be STATIC shots, as much as possible (minimal pans, tilts, zooms). Although a 3- minute-long video doesn't seem very lengthy, you are expected to have GOOD footage.

Editing:

The videos will have a **standard introduction slate, ending credits slate, lower thirds, and music** that have already been produced. You are **required** to use these, since they have been approved by the University of Florida and the Florida Museum of Natural History OR IFAS Research. You may need to create other graphics that support the video. Editing effects (transitions, filters) should be appropriate for the theme of the videos' content.

Researcher approval:

IMPORTANT: Students are REQUIRED to receive the researcher's approval for the videos that feature his/her research. For stories that include multiple researchers, you must receive and submit written “approval” from each researcher.

LAST STUFF:

REMEMBER: Your name will be on the videos that are shown. You may not get the opportunity to have videos displayed in a museum ever again. Put your best foot forward....which may mean doing interviews with multiple people or shooting video at different locations.

GRADING:

Grading will be based on shot composition, story content, and good, solid editing.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

JL It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JL You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

JL Submission of a course modification requires both the current version of the course syllabus and the proposed version.

n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

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n/a Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

n/a Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

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Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Cover Sheet: Request 15980

Course Description Revision for AEC 5541

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Elizabeth Whitehead liz.whitehead@ufl.edu
Created	3/16/2021 12:47:17 PM
Updated	3/17/2021 2:03:26 PM
Description of request	Changing the course description to better align the course and what is being taught.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		3/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15980

Info

Request: Course Description Revision for AEC 5541

Description of request: Changing the course description to better align the course and what is being taught.

Submitter: Elizabeth Whitehead liz.whitehead@ufl.edu

Created: 3/16/2021 12:36:25 PM

Form version: 1

Responses

Current Prefix AEC

Course Level 5

Number 541

Lab Code None

Course Title Communication and Instructional Technologies in Agricultural and Life Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Planning and producing written and visual instructional and communication materials for programs in the agricultural and life sciences. Requires a major instructional project or communication campaign.

Proposed Course Description (500 characters max) Planning and producing written and visual instructional and communication materials for programs in the agricultural and life sciences.
Change Prerequisites? No

Change Co-requisites? No

Rationale This course will no longer require a major instructional project or communication campaign.

**Communication and Instructional Technologies
in Agricultural and Life Sciences**

AEC 5541

Fall 2021 – 3 Credit Hours

Department of Agricultural Education & Communication

Instructor

Jamie Loizzo, Ph.D.

Assistant Professor of Agricultural Communication

Email: jloizzo@ufl.edu

Office Location: 121D Bryant Hall / working remotely

Virtual Office Hours (via Zoom): Fridays 9:00-10:30am **or** by appointment

Class Times

Location

Thursday: Periods 6-8 (12:50 PM – 3:50 PM)

Zoom (link located in Canvas)

*This is an online class with synchronous meetings. It is important you attend as many 'live' class meetings as possible, unless you have an excused absence.

Course Description

AEC 5541 will focus on writing, live web-streamed video production, instructional and communication technologies, solutions-focused science communication, and the development and implementation of a real-world electronic field trip.

You will learn skills and knowledge in the following areas:

- Working with scientists, Extension specialists, and STEM subject matter experts
- Theory and practices for PK-12 STEM engagement programming
- Instructional design for non-formal and informal engagement programming
- Development of online Research Sparks for science communication
- Mobile video production, editing, and streaming
- Project management, implementation, and evaluation

Course Objectives

After this course, you will be able to:

1. Work with STEM subject matter experts to develop science engagement content
2. Analyze and identify relevant STEM education standards for PK-12 learning
3. Develop, implement, and assess a mobile electronic field trip
4. Communicate STEM research via an interactive online Research Spark poster format

You will practice and demonstrate theories and skills through in-class and online discussions, literature review and analysis, and development and implementation of an electronic field trip.

Course Design

This course is structured following a project-based learning (PjBL) design. Our driving question this semester will be:

How can we as science communicators and leaders research and apply information and communication technology to environmental science engagement and learning about the UF/IFAS Center for Aquatic and Invasive Plants CAIP, related research, and careers?

PjBL steps include:

(Buck Institute for Education: <http://www.bie.org>)

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & vision
- Public Product

This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.



Course Readings and Resources

Textbook:

There are **no required texts** for this course. Readings will be posted in Canvas.

Online:

Canvas, Google Drive, Adobe Creative Suite (Premier Pro & Photoshop)

Assignments

Instructional Goal	Assignment/Activity	Possible Points
1,2,3	Research Spark	
	• Abstract draft	50
	• Spark draft	50
	• Final Abstract & Spark	100
3	Technology Tool Review and Presentation	100
3	Mobile Video Production	100
	Electronic Field Trip	
1,2,3	• Development	100
1,2,3	• Implementation	100
1,2,3	• Assessment	100
1,2,3	Final Presentation	100
1,2,3	Online Activities (x 8)	160
	Professionalism	40
	TOTAL	1000

Research Spark

You will develop a research spark about a topic related to our course content and/or electronic field trips. Further instructions will be provided during class and in Canvas.

Technology Tool Review and Presentation

You will identify, research, and apply an instructional/learning/communication technology that could be used to engage audiences/learners in non-formal settings, use the tool, and demonstrate it in class.

Mobile Video Production

You will create a video to either promote our class electronic field trip project or a video that will be played within the live program.

Electronic Field Trip (EFT)

We will work as a class to develop, implement, and assess a pilot electronic field trip.

- **Development**
 - Capturing and editing b-roll ahead of time
 - Scripting
 - Working with scientists
 - Recruiting schools
 - Developing a Teacher's Guide
 - Preparing materials for Google Classroom/other platforms

- **Implementation**
Live streaming two to three EFTs in various formats
Field observations
Questions from schools
- **Assessment**
Develop, implement, and rough analysis of pre- post-survey of EFT participants

Final Presentation

You will give a final presentation about your literature review, fieldwork observation assignment, and role/learning in the EFT.

Online Activities

You will complete up to 8 online activities throughout the semester in Canvas. These will include assignments such as discussion boards, written reflections, and skills demonstrations such as video shooting and editing.

Course Grading and Assignments

The course grading scale is provided in the following section. All assignments should be submitted electronically to me via Canvas, unless otherwise specified. You will receive specific information well in advance of deadline dates. Late assignments will receive a two point deduction per each day the assignment is late. You are expected to meet deadlines, as a professional would be expected to do.

Grading scale

A+ = 100%	C+ = 79 to 76%	F = Below 60%
A = 99 to 95%	C = 75 to 73%	
A- = 94 to 90%	C- = 72 to 70%	
B+ = 89 to 86%	D+ = 69 to 66%	
B = 85 to 83%	D = 65 to 63%	
B- = 82 to 80%	D- = 62 to 60%	

General Course Expectations

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/ugrad/current/regulations/info/attendance.aspx>

Attendance

You are expected to **attend every class and arrive on time**. If you must miss class, please keep up with the assigned readings, recorded Zoom class meetings, and online activities, so you can make meaningful contributions. If you must miss class and are unable to speak with me in person, leave a voice mail or send an e-mail as soon as possible.

I expect all students to attend 80% of synchronous class meetings and to receive full professionalism points. However, I understand in current times that life has disruptions that sometimes we cannot avoid. You can miss **THREE** synchronous class meetings – as excused, without a deduction in professionalism points. In the event you cannot attend class, firstly, communicate directly with me via email. Secondly, if you cannot attend class meetings, you will be required to submit a one-page single spaced summary of the recorded synchronous lecture. This will be due by the end of the semester to be considered eligible for full professionalism credit.

Professionalism

Penalties will be assessed for unprofessional behaviors such as unexcused absences, tardiness, lack of preparation, lack of adequate participation in group assignments, or inattentiveness during class lectures or discussions.

Late Assignments

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work, unless you receive prior permission from me. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by us. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date.

Zoom Class Recording Privacy Policy

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.

Online Course Evaluation Process

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

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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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.

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

- U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575;
- University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.









- University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>
- Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>


AEC 5541
Instructional and Communication Technologies in Agriculture and Natural Resources

Fall 2021 Tentative* Course Schedule

Week	Canvas	Zoom	Assignment
1	<ul style="list-style-type: none"> Syllabus EFT links & articles 	<ul style="list-style-type: none"> Hello & welcome! How does science work? 	Create an intro video How science works sketchpad Teacher survey questions
ICT, EFTs & SciComm			
2	<ul style="list-style-type: none"> EFT links & articles 	<ul style="list-style-type: none"> ID, ID models, ICT Teacher survey EFT intro & teams 	OA 1: definitions EFT reflections Research spark examples
3	<ul style="list-style-type: none"> Center for Aquatic & Invasive Plants Mobile video shooting 	<ul style="list-style-type: none"> CAIP EFT formats EFT recruitment Mobile video shooting 	OA 2: CAIP research practice video clips
4	<ul style="list-style-type: none"> Scientists as storytellers Scientists on Twitter 	<ul style="list-style-type: none"> Video editing Tech tools research 	OA 3: Scicomm & Scientists Tech tool idea
5	<ul style="list-style-type: none"> ComSci Ch 1 & 2 Stofer EDIS 	<ul style="list-style-type: none"> Scientists visit Public engagement EFT development 	OA 4: Scientists background & blurbs Practice video edits
Media Literacy, ISE, Tech Tools, and Assessment			
6	Media literacy 	<ul style="list-style-type: none"> Examine NGSS & FLSS Teacher info sheets & promos 	OA 5: Media literacy Research Spark Ideas Mobile Video EFT Promos
7	Non/informal SE Ecomm tutorials 	<ul style="list-style-type: none"> Assessment Arts-based research EFT practice 	OA 6: Assessment ideas Research Spark Outline Mobile Video EFT Promos
8		Tech tool presentations	
9	EFT software tutorials 	EFT Prep & Practice	EFT Prep & Practice

Background & Planning

Recruitment, Guides, Video Pre-Production, Survey

Week	Canvas	Zoom	Assignment
10	EFT software tutorials 	EFT Prep & Practice	OA 7: Research Spark: Peer Review
EFT Implementation			
11	EFT #1 Go Live!		
12	EFT #2 Go Live!		
13	NO CLASS		
14	EFT #3 Go Live!		
EFT Evaluation			
15	EFT review Focus Group OA 8: Final Reflection		
16 FINAL	Final Research Spark Presentations		

Implementation

Review, Reflect, & Assess

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, instructor discretion, and other unforeseen circumstances.

CALS Curriculum Committee

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n/a Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

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Cover Sheet: Request 16087**AEB 4XXX Advanced Agricultural Microeconomics****Info**

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	4/9/2021 3:13:47 PM
Updated	4/13/2021 10:54:13 AM
Description of request	Proposal for new undergraduate course in Food and Resource Economics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		4/12/2021
CALS CC Checklist UG New Class.pdf					4/9/2021
AEB 4XXX Advanced Agricultural Microeconomics.docx					4/9/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/12/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 16087

Info

Request: AEB 4XXX Advanced Agricultural Microeconomics

Description of request: Proposal for new undergraduate course in Food and Resource Economics

Submitter: Lisa House lahouse@ufl.edu

Created: 4/9/2021 3:03:46 PM

Form version: 1

Responses

Recommended Prefix AEB

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Advanced Agricultural Microeconomics

Transcript Title Advanced Agri. Microeconomics

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course provides a rigorous training in the fundamental mathematical models underlying the basic microeconomics principles. It will cover an in-depth analysis of key microeconomics concepts including consumer and producer theory, risk and uncertainty game theory, and asymmetric information. Mathematical and graphical methods will be used throughout the course to help illustrate the different concepts.

Prerequisites AEB 3550 and (AEB 3103 or ECO 2013)

Co-requisites N/A

Rationale and Placement in Curriculum This course is an upper level undergraduate elective for students in the Food and Resource Economics specialization. It is designed specifically for students who desire to pursue advanced graduate students in agricultural economics or related fields. The course heavily integrates mathematics into economic theory to prepare students for the rigor of graduate programs.

Course Objectives

1. Calculate the consumer's utility-maximizing decision in a two-good environment.
2. Calculate the producer's profit-maximizing/cost-minimizing decision regarding input use and production.
3. Derive demand and supply functions using consumer and producer optimal decisions
4. Understand decision-making in situations that involve risk and uncertainty.
5. Analyze decisions in interactive economic settings and determine the equilibrium outcome based on the strategic decisions of multiple agents.

Course Textbook(s) and/or Other Assigned Reading Recommended: Nicholson, W. and Snyder C. Microeconomic Theory: Basic Principles and Extensions, 12th Edition, Cengage Learning, 2017.

Weekly Schedule of Topics Monday, August 31st	Syllabus/Course Review
Wednesday, September 2nd	Math Review
Friday, September 4th	Math Review
	Chapter 1
	Chapter 1

Monday, September 7th	No Class	
Wednesday, September 9th	Math Review	Chapter 1
Friday, September 11th	Utility and Choice	Chapter 2
Monday, September 14th	Utility and Choice	Chapter 2
Wednesday, September 16th	Utility and Choice	Chapter 2
	Assignment 1 due 11:59 pm	
Friday, September 18th	Demand Curves	Chapter 3
Monday, September 21st	Demand Curves	Chapter 3
Wednesday, September 23rd	Demand Curves	Chapter 3
Friday, September 25th	Demand Curves	Chapter 3
Monday, September 28th	Demand Curves	Chapter 3
	Exam 1 Review	
	Assignment 2 due 11:59 pm	
Wednesday, September 30th	Exam 1	Modules 1, 2, 3
Friday, October 2nd	No Classes	
Monday, October 5th	Production	Chapter 6
Wednesday, October 7th	Production	Chapter 6
Friday, October 9th	Production	Chapter 7
Monday, October 12th	Costs	Chapter 7
Wednesday, October 14th	Costs	Chapter 7
Friday, October 16th	Costs	Chapter 7
	Assignment 3, due 11:59 p.m.	
Monday, October 19th	Profit Maximization and Supply	Chapter 8
Wednesday, October 21st	Profit Maximization and Supply	Chapter 8
Friday, October 23rd	Perfect Competition	Chapter 9
Monday, October 26th	Perfect Competition	Chapter 9
Wednesday, October 28th	Monopoly	Chapter 11
Friday, October 30th	Monopoly	Chapter 11
Monday, November 2nd	Exam 2 Review	
Wednesday, November 4th	Exam 2	Modules 4, 5, 6
Friday, November 6th	Risk and Uncertainty	Chapter 4
Monday, November 9th	Risk and Uncertainty	Chapter 4
Wednesday, November 11th	No Class	
Friday, November 13th	Risk and Uncertainty	Chapter 4
Monday, November 16th	Risk and Uncertainty	Chapter 4
Wednesday, November 18th	Risk and Uncertainty	Chapter 4
Friday, November 20th	Game Theory	Chapter 6
Monday, November 23rd	Game Theory	Chapter 6
Monday, November 30th	Game Theory	Chapter 6
Wednesday, December 2nd	Public Goods	Chapter 15
Friday, December 4th	Public Goods	Chapter 15
Monday, December 7th	Exam 3 Review	
Wednesday, December 9th	Exam 3	Modules 7, 8, 9
Thursday, December 17th	Exam 4	Cumulative Exam

Grading Scheme Grading Policy

Percentage	Letter Grade	Grade Points
92.0 – 100	A	4.00
89.0 – 91.9	A-	3.67
86.0 – 88.9	B+	3.33
82.0 – 85.9	B	3.00
79.0 – 81.9	B-	2.67
76.0 – 78.9	C+	2.33
72.0 – 75.9	C	2.00
69.0 – 71.9	C-	1.67
66.0 – 68.9	D+	1.33
62.0 – 65.9	D	1.00
59.0 – 61.9	D-	0.67
Below 59.0	E	0.00

Evaluation of Grades
Assignments 40%
Exams (3)

45%
Project 15%
Total

100%

Instructor(s) Bachir Kassas

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

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LH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

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LH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Advanced Agricultural Microeconomics
AEB 4XXX section XXXX, class # XXXXX (3 credit hours)

Class meeting times: MWF 6 (12:50 – 1:45)

Location: McCarty B (MCCB) 3124

Academic Term: Fall 2021

Instructor

Bachir Kassas
1099 McCarty Hall B
b.kassas@ufl.edu

Office Hours: MWF 10:30 – 11:30 a.m.

Course Description

This course provides a rigorous training in the fundamental mathematical models underlying the basic microeconomics principles. It will cover an in-depth analysis of key microeconomics concepts including consumer and producer theory, risk and uncertainty game theory, and asymmetric information. Mathematical and graphical methods will be used throughout the course to help illustrate the different concepts.

Course Prerequisites

AEB 3550 and AEB 3103 or ECO 2013

Course Objectives

1. Calculate the consumer's utility-maximizing decision in a two-good environment.
2. Calculate the producer's profit-maximizing/cost-minimizing decision regarding input use and production.
3. Derive demand and supply functions using consumer and producer optimal decisions
4. Understand decision-making in situations that involve risk and uncertainty.
5. Analyze decisions in interactive economic settings and determine the equilibrium outcome based on the strategic decisions of multiple agents.

Topic Outline

- I. Introduction
 - a. Math Review
- II. Consumer Theory
 - a. Utility and Choice
 - b. Demand Curve
- III. Producer Theory
 - a. Production
 - b. Costs
 - c. Profit Maximization and Supply
 - d. Perfect Competition

- e. Monopoly
- IV. Special Topics
 - a. Risk and Uncertainty
 - b. Game Theory
 - c. Imperfect Competition and Oligopoly
 - d. Asymmetric Information

Date	Lecture topic	Suggested Reading
Monday, August 31 st	Syllabus/Course Review	
Wednesday, September 2 nd	Math Review	Chapter 1
Friday, September 4 th	Math Review	Chapter 1
Monday, September 7 th	No Class	
Wednesday, September 9 th	Math Review	Chapter 1
Friday, September 11 th	Utility and Choice	Chapter 2
Monday, September 14 th	Utility and Choice	Chapter 2
Wednesday, September 16 th	Utility and Choice	Chapter 2
	Assignment 1 due 11:59 pm	
Friday, September 18 th	Demand Curves	Chapter 3
Monday, September 21 st	Demand Curves	Chapter 3
Wednesday, September 23 rd	Demand Curves	Chapter 3
Friday, September 25 th	Demand Curves	Chapter 3
Monday, September 28 th	Demand Curves	Chapter 3
	Exam 1 Review	
	Assignment 2 due 11:59 pm	
Wednesday, September 30 th	Exam 1	Modules 1, 2, 3
Friday, October 2 nd	No Classes	
Monday, October 5 th	Production	Chapter 6
Wednesday, October 7 th	Production	Chapter 6
Friday, October 9 th	Production	Chapter 7
Monday, October 12 th	Costs	Chapter 7
Wednesday, October 14 th	Costs	Chapter 7
Friday, October 16 th	Costs	Chapter 7
	Assignment 3, due 11:59 p.m.	
Monday, October 19 th	Profit Maximization and Supply	Chapter 8
Wednesday, October 21 st	Profit Maximization and Supply	Chapter 8
Friday, October 23 rd	Perfect Competition	Chapter 9
Monday, October 26 th	Perfect Competition	Chapter 9
Wednesday, October 28 th	Monopoly	Chapter 11
Friday, October 30 th	Monopoly	Chapter 11
Monday, November 2 nd	Exam 2 Review	
Wednesday, November 4 th	Exam 2	Modules 4, 5, 6
Friday, November 6 th	Risk and Uncertainty	Chapter 4
Monday, November 9 th	Risk and Uncertainty	Chapter 4
Wednesday, November 11 th	No Class	
Friday, November 13 th	Risk and Uncertainty	Chapter 4

Monday, November 16 th	Risk and Uncertainty	Chapter 4
Wednesday, November 18 th	Risk and Uncertainty Assignment 4 due 11:59 p.m.	Chapter 4
Friday, November 20 th	Game Theory	Chapter 6
Monday, November 23 rd	Game Theory	Chapter 6
Wednesday, November 25 th	No Classes	
Friday, November 27 th	No Classes Project due 11:59 p.m.	
Monday, November 30 th	Game Theory	Chapter 6
Wednesday, December 2 nd	Public Goods	Chapter 15
Friday, December 4 th	Public Goods	Chapter 15
Monday, December 7 th	Exam 3 Review Assignment 5 due 11:59 p.m.	
Wednesday, December 9 th	Exam 3	Modules 7, 8, 9
Thursday, December 17 th	Exam 4	Cumulative Exam

Homework

- Purpose of the assignments is to help you evaluate your understanding of the course material and prepare you for the exams.
- Assignments announced on Canvas.
- 5 homework assignments (40% of final grade).
- Assignments are graded out of 100 points
- Lowest grade will be dropped, meaning only 4 assignments will count toward final course grade (10% weight on each assignment).
- Students have one week to work on each assignment.
- Assignments will be graded and returned within one week of due date.
- Practice problems with answer keys that are similar in structure and difficulty to the homework assignments will be uploaded to Canvas
- Students are highly encouraged to review lecture notes and practice problems before attempting homework assignments.
- Late submissions receive automatic 20% penalty and additional 10% for each 24 hours the assignment is late.

Exams

- Total of four exams (45% of final grade).
- Lowest grade dropped, meaning only three exams will count toward the student's grade (15% weight on each exam).
- First three exams span all the modules covered in the course.
- Fourth exam is cumulative and covers all material in the course.

Project

- Project to be completed online
- Students required to apply knowledge learned in class in a real-world setting.

- Each student will work independently and will write a 2-3 page report analyzing the behavior of a consumer group or producer.
- Students are required to refer to specific concepts learned in class in the project report as they relate to the operation/decisions of their selected target producer/consumer group.

Other Course Activities

- In an effort to help the students internalize the material learned in the course, I will post three online activities related to some of the concepts covered in the lectures. These are fun activities that will count towards bonus points in the course and will help students apply some of the course material outside of class.
- Students can earn up to 1% bonus credit on each activity. Activities will mainly require students to login to a webpage and make decisions or answer questions related to an economic environment. Some of those individual decisions (i.e., each student will participate independently) and some will be interactive decisions (i.e., the decisions of one student will affect the outcome of other students).
- The online activities will be announced on Canvas along with instructions on how to complete them.

Material and Supply Fees

None

Required Textbooks

Nicholson, W. and Snyder C. *Microeconomic Theory: Basic Principles and Extensions*, 12th Edition, Cengage Learning, 2017.

Grading Policy

Percentage	Letter Grade	Grade Points
92.0 – 100	A	4.00
89.0 – 91.9	A-	3.67
86.0 – 88.9	B+	3.33
82.0 – 85.9	B	3.00
79.0 – 81.9	B-	2.67
76.0 – 78.9	C+	2.33
72.0 – 75.9	C	2.00
69.0 – 71.9	C-	1.67
66.0 – 68.9	D+	1.33
62.0 – 65.9	D	1.00
59.0 – 61.9	D-	0.67
Below 59.0	E	0.00

Evaluation of Grades

Assignments 40%

Exams	45%
Project	15%
Total	100%

Grades and Grade Points

For information on current UF policies for assigning grade points, see [UF Grading Policy](#).

Attendance

Class attendance is expected. Students should inform instructors of expected absences. Excessive unexcused absences will result in negative consequences.

Cell Phones

Cell phones will be turned off and not answered during class.

Makeup Policy

- Since the lowest exam grade is dropped, no make-up will be given if the student has only one missing exam.
- If the student missed more than one exam, they may sit for a make-up only if all the absences are for valid reasons as defined by UF policy.
- As for homework assignments, since students are given a week to complete each assignment, they will be eligible for a makeup only if they have a valid excuse for the absence as defined by UF policy and only if the absences is for more than two days (i.e., 3 days or more).

Excused Absences

- Students must submit excused absences through the U_Matter We Care system, which will in turn verify and validate the submitted requests, after which they will contact me by email for approval.
- Students are encouraged to communicate with me during the process in order to make sure that everything is done in a timely manner.
- To be eligible for any make-ups, students must notify me of the absence no later than 48 hours after the specific assignment or exam due date.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at [UF Attendance and Makeup Policy](#).

COVID Response

We will have face-to-face instructional sessions to accomplish the student learning objectives of the course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course is assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university [attendance 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 honor 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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). 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.

Student Privacy

Federal laws exist, which protect your privacy with regard to grades earned in courses and individual assignments. More information at [Notification to Students of FERPA Rights](#).

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, the University will take disciplinary action as appropriate.

Services for Students with Disabilities

The [Disability Resource Center](#) (DRC) coordinates the needed accommodations for 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 the accommodation. For more information, visit the [DRC](#) website, or in person at 0001 Reid Hall, or call 392-8565.

Campus Helping Resources

Counseling & Well-Being

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, 392-1575
 - Counseling services,
 - Groups and workshops
 - Outreach and consultation
 - Self-help library
 - Wellness coaching
- [U Matter We Care](#), 392-1575, umatter@ufl.edu
- [Career Connections Center](#), 1st Floor, JWRU, 392-1601

- [Student Success Initiative](#)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- [University Police Department](#), 392-1111, or 9-1-1 for emergencies, police@ufl.edu
- Student Complaints:
 - [On-campus course](#)
 - [Online course](#)

Academic Resources

- [E-learning technical support](#), 392-4357 (select option 2) or email Learning-Support@ufl.edu
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010, 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Cover Sheet: Request 16069**Insect Ecology new undergraduate course****Info**

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Philip Hahn hahnp@ufl.edu
Created	4/7/2021 2:52:09 PM
Updated	4/7/2021 4:16:21 PM
Description of request	I am requesting to offer a new course, ENY4xxx Insect Ecology. A graduate version of this course is currently offered (ENY6203). There is a lab associated with the course, for which I will be requesting a separate new course ENY4xxxL.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		4/7/2021
ENY4xxx Insect Ecology_DRAFT.docx					4/7/2021
ENY4xxx Insect Ecology_DRAFT.pdf					4/7/2021
ENY6203 Insect Ecology_F21.docx					4/7/2021
ENY6203 Insect Ecology_F21.pdf					4/7/2021
ENY4xxx CALS CC Checklist.pdf					4/7/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/7/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 16069

Info

Request: Insect Ecology new undergraduate course

Description of request: I am requesting to offer a new course, ENY4xxx Insect Ecology. A graduate version of this course is currently offered (ENY6203). There is a lab associated with the course, for which I will be requesting a separate new course ENY4xxxL.

Submitter: Philip Hahn hahnp@ufl.edu

Created: 4/7/2021 3:46:42 PM

Form version: 2

Responses

Recommended Prefix ENY

Course Level 4

Course Number xxx

Category of Instruction Advanced

Lab Code None

Course Title Insect Ecology

Transcript Title Insect Ecology

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing Yes

Co-Listing Explanation The graduate version of this course is currently offered. The graduate lecture version will be more intensive, including two additional assessments (total points = 680 for graduate and 530 for undergraduate, or 30% more points for the graduate version). The graduate course also has one additional learning outcome of synthesizing and communication scientific results to an audience.

Effective Term Fall

Effective Year 2021

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course is an introduction to ecological concepts with emphasis on insects. The relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Prerequisites General biology course that has covered basic evolution and ecology

Co-requisites ENY4xxxL. Lecture and lab sections should be taken together.

Rationale and Placement in Curriculum The course will broaden undergraduate offerings in ecology and will be the only ecology course covering basic ecological principles across all major subdisciplines of ecology (evolutionary, population, community, landscape, and ecosystems).

Course Objectives • Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples

- Describe the theoretical underpinning for understanding the causes and consequences of how insects interact with other species
- Translate ecological literature into lay public-accessible scientific news
- Apply fundamental ecological principles underlying the development and application of insect pest management and insect conservation
- Evaluate and critique primary ecological literature for content and scientific quality

Course Textbook(s) and/or Other Assigned Reading Speight, M.R., M.D. Hunter and A.D. Watt. 2008. Ecology of Insects: Concepts and Applications. 2nd ed. Wiley-Blackwell.

Weekly Schedule of Topics			Week	Date	Lecture module	Lecture Topic	Assessment
1	23-Aug	1			Overview of Insect Ecology		
2	30-Aug	2			Insects and climate		
3	6-Sep	3			Life history strategies (Monday holiday)		
4	13-Sep	4			Resource niche and competition		
5	20-Sep	5			Plant-herbivore interactions I	EXAM 1	
6	27-Sep	5			Plant-herbivore interactions II		
7	4-Oct	6			Mutualisms (Friday Homecoming)		
8	11-Oct	7			Predator-prey interactions I		
9	18-Oct	7			Predator-prey interactions II	News blog	
10	25-Oct	8			Community ecology I	EXAM 2	
11	1-Nov	8			Community ecology II		
12	8-Nov	8			Landscape ecology I	(Blog responses)	
13	15-Nov	9			Landscape ecology II		
14	22-Nov	9			Ecosystem ecology I (Wed & Fri holiday)	No Discussion)	
15	29-Nov	10			Ecosystem ecology II		
16	6-Dec						
Wrap-up and review					FINAL EXAM		

Grading Scheme Available points

Category	Points	Percent of grade		
Discussion participation (14 total, 10 points per discussion)	140	26%		
Insect Ecology in the News Blog Post	50	9%		
Insect Ecology in the News (responses, 4 total)	40	8%		
Exam 1	100	19%		
Exam 2	100	19%		
Exam 3	100	19%		
Total	530			

Undergraduate students are expected to participate in discussing the papers but will not be responsible for leading a presentation. For participation points, all students will be expected to answer general questions about the paper and be prepared to share their answers. Discussion points will be awarded for sharing an answer to one of these questions. (See Appendix A in attached syllabus for additional instructions to the students).

See Appendix B in the attached syllabus for instructions and rubric for the New Blog assignments.

Instructor(s) Philip G Hahn

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

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CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

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 X Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

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☒ The course schedule should be concise and include the appropriate number of weeks in the semester.

☐ All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

☐ Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>. Graduate version currently taught.

☒ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

☒ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

☒ The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

☒ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Insect Ecology Lecture FOR CURRICULUM REVIEW

ENY 4xxx, Fall 2021, 3 credit

Delivery: face-to-face

Lecture time and location: MWF, 9:35-10:25am, Steinmetz 1027

Instructor: Phil Hahn, **office:** Steinmetz 2109, **phone:** (352) 273-3960, **email:** hahnp@ufl.edu,
zoom meeting room: <https://ufl.zoom.us/j/7044620919>

Office Hours: After lecture or email to arrange a time. All meetings will occur in my office or via Zoom (<https://ufl.zoom.us/j/7044620919>).

Lecture: All students are expected to attend in person.

Course Description: This course is an introduction to ecological concepts with emphasis on insects. The relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Learning Outcomes:

By the end of this course, students will be able to:

- Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples
- Describe the theoretical underpinning for understanding the causes and consequences of how insects interact with other species
- Translate ecological literature into lay public-accessible scientific news
- Apply fundamental ecological principles underlying the development and application of insect pest management and insect conservation
- Evaluate and critique primary ecological literature for content and scientific quality

Prerequisites:

General biology course that has covered basic evolution and ecology

Required Materials:

Lecture: Speight, M.R., M.D. Hunter and A.D. Watt. 2008. *Ecology of Insects: Concepts and Applications*. 2nd ed. Wiley-Blackwell. Available to all students as an e-book for checkout from UF libraries.

Attendance and Make-Up Work: Students are expected to attend all sessions in person. Please contact the instructor in advance if you plan to miss a class. 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/ugrad/current/regulations/info/attendance.aspx>

Structure of the Course

This course is designed to be very interactive so expect to be actively engaging with the material, either by asking questions, describing ecological processes, or discussing concepts with the instructor and peers. Mondays and Wednesdays will be spent presenting and discussing new content. Lectures will utilize PowerPoint presentations, the whiteboard, handouts, discussions,

and group activities. Occasionally, there will be additional readings, short videos, or other instructional materials utilized during class. Once per week (Fridays) we will discuss a scientific paper.

Assessment & Evaluation

Discussion: Fridays will be spent discussing an assigned paper from the scientific literature related to that week's topic. Discussion days may vary, for example if a holiday disrupts the schedule, so make a note of discussion dates in Canvas and the syllabus. Undergraduate students are expected to participate in discussing the papers but will not be responsible for leading a presentation. For participation points, all students will be expected to answer general questions about the paper and be prepared to share their answers. Discussion points will be awarded for sharing an answer to one of these questions.

Insect Ecology in the News (blog posts and responses): Once during the semester, students will write a blog post based on a scientific paper. Students will work in consultation with the instructor to select a recent paper from the ecological literature related to a topic from lecture and write a press release of the article (400-500 words for undergraduate students). In the four weeks following the blog posts, students will be expected to read and respond to four blog posts.

Exams: Exams will be take-home open book exams. Questions will be a mix of short-answer, long-answer, and essay questions. All students will have at least 48 hours to complete the exams.

Available points and critical dates

Category	Points	Percent of grade	Due Date
Discussion participation (14 total, 10 points per discussion)	140	26%	Semester long
Insect Ecology in the News Blog Post	50	9%	Oct 18
Insect Ecology in the News (responses, 4 total)	40	8%	Nov 12
Exam 1	100	19%	Sept 26
Exam 2	100	19%	Oct 27
Exam 3	100	19%	Dec 11-17
Total	530		

Final Grade - Lecture

Scale: percentage	Letter grade	Minimum points required
90-100	A	477
88-89.9	B+	466
80-87.9	B	424
78-79.9	C+	413
70-77.9	C	371
68-69.9	D+	360
60-67.9	D	318
0-59.9	E	≤ 317

Weekly Course Schedule

Week	Date	Lecture module	Lecture Topic	Lecture Assessment
1	23-Aug	1	Overview of Insect Ecology	
2	30-Aug	2	Insects and climate	
3	6-Sep	3	Life history strategies <i>Monday holiday</i>	
4	13-Sep	4	Resource niche and competition	
5	20-Sep	5	Plant-herbivore interactions I	EXAM 1
6	27-Sep	5	Plant-herbivore interactions II	
7	4-Oct	6	Mutualisms <i>Friday Homecoming</i>	
8	11-Oct	7	Predator-prey interactions I	
9	18-Oct	7	Predator-prey interactions II	News blog
10	25-Oct	8	Community ecology I	EXAM 2
11	1-Nov	8	Community ecology II	
12	8-Nov	8	Landscape ecology I	Blog responses
13	15-Nov	9	Landscape ecology II	
14	22-Nov	9	Ecosystem ecology I <i>Wed & Fri holiday</i>	No Discussion
15	29-Nov	10	Ecosystem ecology II	
16	6-Dec		Wrap-up and review	FINAL EXAM

****Schedule subject to change****

Reading List for Discussion (numbers correspond to week):

1. News article
2. Boggs, C.L. and D.W. Inouye. 2012. A single climate driver has direct and indirect effects on insect population dynamics. *Ecology Letters* 502-508.
3. Ragland et al. 2012. Environmental interactions during host race formation: host fruit environment moderates a seasonal shift in phenology in host races of *Rhagoletis pomonella*. *Functional Ecology* 26: 921-931.
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5. Baer, K.C. and J.L. Maron. 2018. Pre-dispersal seed predation and pollen limitation constrain population growth across the geographic distribution of *Astragalus utahensis*. *Journal of Ecology* 106: 1646-1659.
<https://jecologyblog.com/2020/06/24/harper-prize-shortlist-2019-katie-baer/>
6. Hahn et al. 2019. Population variation, environmental gradients, and the evolutionary ecology of plant defense against herbivores. *American Naturalist* 193: 20-34.
<https://www.amnat.org/an/newpapers/JanHahn.html>
7. Wagner et al. 2015. Facultative endosymbionts mediate dietary breadth in a polyphagous herbivore. *Functional Ecology* 29: 1402-1410.
8. Sanders et al. 2018. Low levels of artificial light at night strengthen top-down control in insect food web. *Current Biology* 28: 2474-2478.

9. Barton, B.T. 2011. Local adaptation to temperature conserves top-down control in a grassland food web. *Proceedings of the Royal Society B*.
10. Hein, A.M. and J.F. Gillooly. 2011. Predators, prey, and transient states in the assembly of spatially structured communities. *Ecology* 92: 549-555.
11. Grab et al. 2019. Agriculturally dominated landscapes reduce bee phylogenetic diversity and pollination services. *Science* 363:282-284.
12. Hawn et al. 2018. Connectivity increases trophic subsidies in fragmented landscapes. *Ecology Letters* 21: 1620-1628.
14. Metcalfe et al. 2014. Herbivory makes major contributions to ecosystem carbon and nutrient cycling in tropical forests. *Ecology Letters* 17: 324-332.

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/>

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Online recording policy: Our class sessions will 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.

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.

Statement of diversity, equity, and inclusion: It is my goal that students from diverse backgrounds, as well as differences in learning styles and personality, will be welcomed and well served in this course. My definition of diversity includes race, ethnicity, gender, sexual orientation, physical ability, cultural, academic or economic background. I plan to present the material in such a way that it is accessible and relatable to all students. I encourage you to contact me if you have suggestions for how I can improve upon this goal. It is also expected that students will treat each other with respect and no harassment of any kind will be allowed. To report harassment, inappropriate behavior, or discuss issues with a neutral party, please contact the UF [RESPECT Team](#).

Students requiring accommodations: 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/>

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing 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.

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- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) 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; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources:

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Student Feedback and Complaints:

I am always interested to hear feedback from students on how to improve this course. The goal, overall, is for students to get as much out of this course as possible. Please contact me with any thoughts or comments you have that might improve the course. When possible, I will incorporate this feedback immediately. Other times, changes may be implemented to improve future versions of this course. To register formal complaints, please refer to the following:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

APPENDIX A – Instructions for discussion

Prepare these questions for each discussion paper and be prepared to share your answers. You will get full credit for each discussion by sharing at least one answer, but you are encouraged to contribute more ideas.

1. What is the main research question or hypothesis?
2. How did the authors test their hypothesis?
3. What were the main conclusions? Did their results support their hypothesis?
4. What did you find most interesting about this paper?
5. What did you find confusing or challenging to understand?

APPENDIX B – Instructions and rubric for Insect Ecology in the News Blog Post

Insect Ecology in the News - Blog post and responses

Instructions:

Students will select a recent paper from the ecological literature related to the lecture topic for the week and write a blog post in the style of a press release. The blog post should be 500-800 words covering all aspects of the study and state why its interesting, how it will advance the field, or how it will improve conservation or pest management. The papers could be basic ecological research, although this is a chance to read and summarize applied ecological articles (ie. articles testing pest management strategies in agriculture or conservation approaches). Post your article as a new thread in the "Insect Ecology News" discussion forum on Canvas.

Points 50

Rubric

News blog rubric

News blog rubric

Criteria	Ratings	Pts
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News blog rubric							
Criteria	Ratings						Pts
Blog post This rubric is a guide to how I will grade. It is meant to give you an idea of what components I am looking for, especially for Full Marks.	50 pts Full Marks Blog post accurately describes the main objectives, findings, and conclusions of the research. States why the research is interesting and how it will advance conceptual thinking in the field, conservation practices, or pest management strategies. Grammar is good and the flow is logical.	45 pts High Marks Blog post accurately describes the main objectives, findings, and conclusions of the research. States why the research is interesting and how it will advance conceptual thinking in the field, conservation practices, or pest management strategies. Grammar is okay and/or the flow is slightly confusing.	40 pts Good Marks Blog post accurately describes the main objectives, findings, and conclusions of the research. Some details are missing or confusing. States why the research is interesting and how it will advance conceptual thinking in the field, conservation practices, or pest management strategies. Grammar is okay and/or the flow is slightly confusing.	30 pts Okay Marks Blog post accurately describes the main objectives, findings, and conclusions of the research. Some details are missing or confusing. Does not state why the research is interesting and how it will advance conceptual thinking in the field, conservation practices, or pest management strategies. Grammar is okay and/or the flow is slightly confusing.	20 pts Poor Marks Blog post does not fully describe the main objectives, findings, or conclusions of the research. Some details are missing or confusing. Does not state why the research is interesting and how it will advance conceptual thinking in the field, conservation practices, or pest management strategies. Grammar is okay and/or the flow is confusing.	0 pts No Marks	50 pts

News blog rubric		
Criteria	Ratings	Pts
Total Points: 100		

News blog responses: Every student is expected to provide at least one thoughtful comment as a response to four blog posts during the semester. Responses should be at least 50 words addressing at least one aspect of the blog related to the research topic, methods, conclusions, or interpretation. Comments should connect back to lecture material when possible.

Points: 25 pts per post x 4 total = 100 pt

Insect Ecology Lecture

ENY 6203, Fall 2021, 3 credit

Delivery: face-to-face, online synchronous, online asynchronous
Lecture time and location : MWF, 9:35-10:25am, Steinmetz 1027
Zoom: add link when available

Instructor: Phil Hahn, **office:** Steinmetz 2109, **phone:** (352) 273-3960, **email:** hahnp@ufl.edu,
zoom meeting room: <https://ufl.zoom.us/j/7044620919>

Office Hours: After lecture or email to arrange a time. All meetings will occur in my office or via Zoom (<https://ufl.zoom.us/j/7044620919>).

Lecture: All Gainesville students are expected to attend in person. Online students can join synchronously via zoom or view the recorded lecture asynchronously. All lectures will be recorded and posted on Canvas within 24 hours.

Course Description: This course is an introduction to ecological concepts with emphasis on insects. The relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Learning Outcomes:

By the end of this course, students will be able to:

- Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples
- Describe the theoretical underpinning for understanding the causes and consequences of how insects interact with other species
- Translate ecological literature into lay public-accessible scientific news
- Apply fundamental ecological principles underlying the development and application of insect pest management and insect conservation
- Evaluate and critique primary ecological literature for content and scientific quality
- Synthesize and communicate scientific results to an audience

Prerequisites:

ENY 3005, Principles of Entomology, or equivalent

Required Materials:

Lecture: Speight, M.R., M.D. Hunter and A.D. Watt. 2008. *Ecology of Insects: Concepts and Applications*. 2nd ed. Wiley-Blackwell. Available to all students as an e-book for checkout from UF libraries.

Attendance and Make-Up Work: Students are expected to attend all sessions either in person or via zoom. Asynchronous students are expected to watch the videos and complete the exercises posted to Canvas. Please contact the instructor in advance if you plan to miss a class. 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/ugrad/current/regulations/info/attendance.aspx>

Structure of the Course

This course is designed to be very interactive so expect to be actively engaging with the material, either by asking questions, describing ecological processes, or discussing concepts with the instructor and peers. Mondays and Wednesdays will be spent presenting and discussing new content. Lectures will utilize PowerPoint presentations, the whiteboard, handouts, discussions, and group activities. Occasionally, there will be additional readings, short videos, or other instructional materials utilized during class. Once per week (Fridays) we will discuss a scientific paper.

Assessment & Evaluation

Discussion: Fridays will be spent discussing a paper from the scientific literature related to that week's topic. Discussion days may vary, for example if a holiday disrupts the schedule, so keep an eye on canvas for exact discussion dates. One or two students will be assigned to present a summary of the paper and lead the discussion (graduate students only). Students attending synchronously will present live (posted on zoom after class); asynchronous students will post a narrated PowerPoint to Canvas prior to lecture. All synchronous students are expected to participate in discussion, while asynchronous students should post comments on the canvas discussion forum. All graduate students will be expected to be actively participate in discussions when not presenting. Discussion points will be awarded for sharing answers to general discussion questions posted on Canvas and providing additional thoughts during the discussion.

Insect Ecology in the News (blog posts and responses): Each week a student(s) will sign up to write a blog to post to canvas. Student will work independently to select a recent paper from the ecological literature related to the lecture topic for the week and write a press release of the article (700-800 words for graduate students). All other students will post replies on Canvas. Each student must reply to at least four blog posts.

Exams: Exams will be take-home open book exams. Questions will be a mix of short-answer, long-answer, and essay questions. All students will have at least 48 hours to complete the exams.

Available Points and critical dates

Category	Points	Due Date
Discussion participation	140	Semester long
Discussion presentation	100	Varies
Insect Ecology in the News (blog post)	100	Oct 20
Insect Ecology in the News (responses, 4 total)	40	Nov 12
Exam 1	100	Sept 22
Exam 2	100	Oct 27
Exam 3	100	Dec 11-17
Total	680	

Final Grade - Lecture

Scale: percentage	Letter grade	Minimum points required
90-100	A	612
88-89.9	B+	598

80-87.9	B	544
78-79.9	C+	530
70-79.9	C	476
68-69.9	D+	462
60-69.9	D	408
0-59.9	E	≤ 407

Weekly Course Schedule

Week	Date	Lecture module	Lecture Topic	Lecture Assessment
1	23-Aug	1	Overview of Insect Ecology	
2	30-Aug	2	Insects and climate	*Lead discussion
3	6-Sep	3	Life history strategies <i>Monday holiday</i>	
4	13-Sep	4	Resource niche and competition	
5	20-Sep	5	Plant-herbivore interactions I	EXAM 1
6	27-Sep	5	Plant-herbivore interactions II	
7	4-Oct	6	Mutualisms <i>Friday Homecoming</i>	
8	11-Oct	7	Predator-prey interactions I	
9	18-Oct	7	Predator-prey interactions II	News blog
10	25-Oct	8	Community ecology I	EXAM 2
11	1-Nov	8	Community ecology II	
12	8-Nov	8	Landscape ecology I	Blog responses
13	15-Nov	9	Landscape ecology II	
14	22-Nov	9	Ecosystem ecology I <i>Wed & Fri holiday</i>	No Discussion
15	29-Nov	10	Ecosystem ecology II	
16	6-Dec		Wrap-up and review	FINAL EXAM

* Leading discussion date will depend on your selected paper/topic

Schedule subject to change

Reading List for Discussion (numbers correspond to week):

1. News article
2. Boggs, C.L. and D.W. Inouye. 2012. A single climate driver has direct and indirect effects on insect population dynamics. *Ecology Letters* 502-508.
3. Ragland et al. 2012. Environmental interactions during host race formation: host fruit environment moderates a seasonal shift in phenology in host races of *Rhagoletis pomonella*. *Functional Ecology* 26: 921-931.
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- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources:

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Student Feedback and Complaints:

I am always interested to hear feedback from students on how to improve this course. The goal, overall, is for students to get as much out of this course as possible. Please contact me with any thoughts or comments you have that might improve the course. When possible, I will incorporate this feedback immediately. Other times, changes may be implemented to improve future versions of this course. To register formal complaints, please refer to the following:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Cover Sheet: Request 16072**Insect Ecology Lab new undergraduate course****Info**

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Philip Hahn hahnp@ufl.edu
Created	4/7/2021 4:35:35 PM
Updated	4/9/2021 4:36:59 PM
Description of request	I am requesting to offer a new course, ENY4xxxL Insect Ecology Lab. A graduate version of this course is currently offered (ENY6203L). There is a lecture associated with this course, which I have submitted as a separate request (ENY4xxx).

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		4/9/2021
ENY4xxxL CALS CC Checklist.pdf					4/7/2021
ENY6203L Insect Ecology Lab_F21.pdf					4/7/2021
ENY6203L Insect Ecology Lab_F21.docx					4/7/2021
ENY4xxxL Insect EcologyLab_DRAFT.docx					4/7/2021
ENY4xxxL Insect EcologyLab_DRAFT.pdf					4/7/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/9/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 16072

Info

Request: Insect Ecology Lab new undergraduate course

Description of request: I am requesting to offer a new course, ENY4xxxL Insect Ecology Lab. A graduate version of this course is currently offered (ENY6203L). There is a lecture associated with this course, which I have submitted as a separate request (ENY4xxx).

Submitter: Philip Hahn hahnp@ufl.edu

Created: 4/7/2021 5:39:40 PM

Form version: 2

Responses

Recommended Prefix ENY

Course Level 4

Course Number xxx

Category of Instruction Advanced

Lab Code L

Course Title Insect Ecology Lab

Transcript Title Insect Ecology Lab

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing Yes

Co-Listing Explanation The graduate version of this course is currently offered. The graduate lab version will be more intensive, including two additional assessments (total points = 500 for graduate and 400 for undergraduate, or 25% more points for the graduate version). The graduate version has one additional learning outcome of evaluating and critiquing primary ecological literature for content and scientific quality.

Effective Term Fall

Effective Year 2021

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description This course is an introduction to ecological methods and analysis with emphasis on insects. Methods to explore relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Prerequisites BSC 2010 and BSC 2010L or equivalents with minimum grades of C-, and junior standing or higher.

Co-requisites ENY4xxx. Lecture and lab sections should be taken together.

Rationale and Placement in Curriculum This course will broaden undergraduate offerings in ecology and will be one of the few undergraduate lab courses in ENY. The course will also be only ecology course covering basic ecological principles across all major subdisciplines of ecology (evolutionary, population, community, landscape, and ecosystems).

Course Objectives • Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples

- Employ field sampling and quantitative techniques commonly used by ecologists
- Develop ecological questions and hypotheses
- Create, manage, and analyze ecological datasets

Course Textbook(s) and/or Other Assigned Reading • R software: available for free download at r-project.org

- R Studio: helpful alternative to the default R graphical user interface

- Tidyverse: a collection of user-friendly R packages designed for data science that share an underlying design philosophy, grammar, and data structures.

Weekly Schedule of Topics

Week	Date	Lab activity	Lab Module	Lab Topic	Lab Assessment
1	25-Aug	1	Critique scientific paper		

Scientific paper

2	1-Sep	2	Population modeling	Worksheet 1	Exponential growth
3	8-Sep	2	Population modeling	Worksheet 2	Logistic growth
4	15-Sep	3	Herbivory lab		

Proposal

Herbivory planning

5	22-Sep	3	Herbivory lab		
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Herbivory surveys

6	29-Sep	3	Herbivory lab		
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7	6-Oct	3	Herbivory surveys/data entry Herbivory lab		
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Herbivory data analysis

8	13-Oct	4	Predator prey lab	Worksheet 3	Functional responses
9	20-Oct	5	Community lab	Herbivory paper	Community lab prep/samplings
10	27-Oct	5	Community lab	Community lab sampling	
11	3-Nov	5	Community lab		

12	10-Nov	5	Community lab data processing Community lab		
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13	24-Nov		Community lab data processing		
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NO LAB - holiday

14	1-Dec	5			
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15	8-Dec	5	Present Community group presentations		
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Present Community group presentations

Grading Scheme Available Points and critical dates

Category	Points	Percent of grade	Due date
Worksheet 1	50	12.5%	Sept 1st
Worksheet 2	50	12.5%	Sept 8th
Worksheet 3	50	12.5%	Oct 13th
Herbivory lab proposal	50	12.5%	Sept 15th
Herbivory lab write-up (final)	100	25%	Oct 20th
Community ecology lab presentation (group)	100	25%	Dec 1-8
Total	400		

Final Grade

Scale: percentage	Letter grade	Minimum points required
90-100	A	360
88-89.9	B+	352
80-87.9	B	320
78-79.9	C+	312

70-77.9 C	280
68-69.9 D+	272
60-67.9 D	240
0-59.9 E	= 239

Instructor(s) Philip G Hahn

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

 X It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

 X You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

 NA Submission of a course modification requires both the current version of the course syllabus and the proposed version.

 X Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

 X The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

 X The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

☒ The course schedule should be concise and include the appropriate number of weeks in the semester.

☐ All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

☐ Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>. Graduate version currently taught.

☒ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

☒ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

☒ The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

☒ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Insect Ecology Lab FOR CURRICULUM REVIEW
ENY 4xxxL, Fall 2021, 1 credit

Delivery: face-to-face

Meeting time and location: Wednesday, 1:55-3:50pm, Room 3118

Instructor: Phil Hahn, **office:** Steinmetz 2109, **phone:** (352) 273-3960, **email:** hahnp@ufl.edu,
zoom meeting room: <https://ufl.zoom.us/j/7044620919>

Office Hours: One hour after lecture or email to arrange a time. All meetings will occur in my office or via Zoom (<https://ufl.zoom.us/j/7044620919>).

Meetings: All students are expected to attend in person.

Course Description: This course is an introduction to ecological methods and analysis with emphasis on insects. Methods to explore relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Learning Outcomes:

By the end of this course, students will be able to:

- Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples
- Employ field sampling and quantitative techniques commonly used by ecologists
- Develop ecological questions and hypotheses
- Create, manage, and analyze ecological datasets

Prerequisites:

Enrolled in ENY4xxx Insect Ecology Lecture

Required Materials:

- R software: available for free download at r-project.org
- R Studio: helpful alternative to the default R graphical user interface
- Tidyverse: a collection of user-friendly R packages designed for data science that share an underlying design philosophy, grammar, and data structures.

Attendance and Make-Up Work: Students are expected to attend all sessions in person. Please contact the instructor in advance if you plan to miss a class. 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/ugrad/current/regulations/info/attendance.aspx>

Structure of the Course

Lab sections will typically be spent using techniques and quantitative tools to apply concepts covered in lecture. We will use a combination of quantitative models in the coding program R, collecting insects and data in the field, entering and analyzing ecological data, and presenting the findings to peers through writing and presenting.

Assessment & Evaluation

Worksheets- Several lab activities will have worksheet assignments to complete and submit via canvas.

Herbivory lab- The herbivory lab will have two assignments, 1) an initial proposal that will be in the form of a short video shot from the field where you measure herbivory, and 2) a write-up in the form of a scientific paper.

Community ecology lab- There will be presentations based on the results of sampling of insect communities.

Available Points and critical dates

Category	Points	Percent of grade	Due date
Worksheet 1	50	12.5%	Sept 1 st
Worksheet 2	50	12.5%	Sept 8 th
Worksheet 3	50	12.5%	Oct 13 th
Herbivory lab proposal	50	12.5%	Sept 15 th
Herbivory lab write-up (final)	100	25%	Oct 20 th
Community ecology lab presentation (group)	100	25%	Dec 1-8
Total	400		

Final Grade

Scale: percentage	Letter grade	Minimum points required
90-100	A	360
88-89.9	B+	352
80-87.9	B	320
78-79.9	C+	312
70-77.9	C	280
68-69.9	D+	272
60-67.9	D	240
0-59.9	E	≤ 239

Weekly Course Schedule

Week	Date	Lab Module	Lab Topic	Lab Assessment	Lab activity
1	25-Aug	1	Critique scientific paper		Scientific paper
2	1-Sep	2	Population modeling	Worksheet 1	Exponential growth
3	8-Sep	2	Population modeling	Worksheet 2	Logistic growth
4	15-Sep	3	Herbivory lab	Proposal	Herbivory planning
5	22-Sep	3	Herbivory lab		Herbivory surveys
6	29-Sep	3	Herbivory lab		Herbivory surveys/data entry
7	6-Oct	3	Herbivory lab		Herbivory data analysis
8	13-Oct	4	Predator prey lab	Worksheet 3	Functional responses
9	20-Oct	5	Community lab	Herbivory paper	Community lab prep/samplings
10	27-Oct	5	Community lab		Community lab sampling
11	3-Nov	5	Community lab		Community lab data processing
12	10-Nov	5	Community lab		Community lab data processing
13	24-Nov		NO LAB - holiday		
14	1-Dec	5		Present	Community group presentations
15	8-Dec	5		Present	Community group presentations

Attendance and Make-Up Work: Students are expected to attend all sessions in person. Please contact the instructor in advance if you plan to miss a class. 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/ugrad/current/regulations/info/attendance.aspx>

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/>

Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

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

code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online recording policy: Our class sessions will 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.

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.

Statement of diversity, equity, and inclusion: It is my goal that students from diverse backgrounds, as well as differences in learning styles and personality, will be welcomed and well served in this course. My definition of diversity includes race, ethnicity, gender, sexual orientation, physical ability, cultural, academic or economic background. I plan to present the material in such a way that it is accessible and relatable to all students. I encourage you to contact me if you have suggestions for how I can improve upon this goal. It is also expected that students will treat each other with respect and no harassment of any kind will be allowed. To report harassment, inappropriate behavior, or discuss issues with a neutral party, please contact the UF [RESPECT Team](#).

Students requiring accommodations: 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/>

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing 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.

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a

concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) 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; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources:

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Student Feedback and Complaints:

I am always interested to hear feedback from students on how to improve this course. The goal, overall, is for students to get as much out of this course as possible. Please contact me with any thoughts or comments you have that might improve the course. When possible, I will incorporate this feedback immediately. Other times, changes may be implemented to improve future versions of this course. To register formal complaints, please refer to the following:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Insect Ecology Lab
ENY 6203L, Fall 2021, 1 credit

Delivery: face-to-face and asynchronous
Lab: Wednesday, 1:55-3:50pm, Room 3118
Zoom: add link when available

Instructor: Phil Hahn, **office:** Steinmetz 2109, **phone:** (352) 273-3960, **email:** hahnp@ufl.edu,
zoom meeting room: <https://ufl.zoom.us/j/7044620919>

Office Hours: One hour after lecture or email to arrange a time. All meetings will occur via Zoom (<https://ufl.zoom.us/j/7044620919>).

Meetings: If you are on campus in Gainesville you are expected to attend in person. Online students will complete the lab asynchronously.

Course Description: This course is an introduction to ecological methods and analysis with emphasis on insects. Methods to explore relationships of insects with their biotic and physical environments, along with the roles of insects in nature, will be emphasized. The basics of ecological research will be covered.

Learning Outcomes:

By the end of this course, students will be able to:

- Explain fundamental ecological principles in population, community, landscape, and ecosystem ecology using insects as examples
- Evaluate and critique primary ecological literature for content and scientific quality
- Employ field sampling and quantitative techniques commonly used by ecologists
- Develop ecological questions and hypotheses
- Create, manage, and analyze ecological datasets

Prerequisites:

ENY 3005, Principles of Entomology, or equivalent

Required Materials:

- R software: available for free download at r-project.org
- R Studio: helpful alternative to the default R graphical user interface
- Tidyverse: a collection of user-friendly R packages designed for data science that share an underlying design philosophy, grammar, and data structures.

Attendance and Make-Up Work: Students are expected to attend all sessions in person. Online students are expected to watch the videos and complete the exercises posted to Canvas. Please contact the instructor in advance if you plan to miss a class. 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/ugrad/current/regulations/info/attendance.aspx>

Structure of the Course

Lab sections will typically be spent using techniques and quantitative tools to apply concepts covered in lecture. We will use a combination of quantitative models in the coding program R, collecting insects and data in the field, entering and analyzing ecological data, and presenting the findings to peers through writing and presenting.

Assessment & Evaluation

Critique of scientific paper- During the first week we will read and discuss a scientific paper. Students will write a short critique of the paper.

Worksheets- Several lab activities will have worksheet assignments to complete and submit via canvas.

Herbivory lab- The herbivory lab will have three assignments, 1) an initial proposal that will be in the form of a short video shot from the field where you measure herbivory, 2) a write-up in the form of a scientific paper, and 3) a revised paper that addresses the instructor's comments in the form of a peer-reviewed article.

Community ecology lab- There will be presentations based on the results of sampling of insect communities.

Available Points

Category	Points	Percent of grade	Due date
Critique scientific paper	50	10%	Aug 30 th
Worksheet 1	50	10%	Sept 1 st
Worksheet 2	50	10%	Sept 8 th
Worksheet 3	50	10%	Oct 13 th
Herbivory lab proposal	50	10%	Sept 15 th
Herbivory lab write-up (final)	100	20%	Oct 20 th
Herbivory lab write-up (revisions)	50	10%	Nov 23 rd
Community ecology lab presentation	100	20%	Dec 1-8
Total	500		

Final Grade

Scale: percentage	Letter grade	Minimum points required
90-100	A	448
88-89.9	B+	440
80-87.9	B	398
78-79.9	C+	390
70-77.9	C	348
68-69.9	D+	340
60-67.9	D	298
0-59.9	E	≤ 297

Weekly Course Schedule

Week	Date	Lab Module	Lab Topic	Lab Assessment	Lab activity
1	25-Aug	1	Critique scientific paper	Critique write-up	Scientific paper
2	1-Sep	2	Population modeling	Worksheet 1	Exponential growth
3	8-Sep	2	Population modeling	Worksheet 2	Logistic growth
4	15-Sep	3	Herbivory lab	Proposal	Herbivory planning
5	22-Sep	3	Herbivory lab		Herbivory surveys
6	29-Sep	3	Herbivory lab		Herbivory surveys/data entry
7	6-Oct	3	Herbivory lab		Herbivory data analysis
8	13-Oct	4	Predator prey lab	Worksheet 3	Functional responses
9	20-Oct	5	Community lab	Herbivory paper	Community lab prep/samplings
10	27-Oct	5	Community lab		Community lab sampling
11	3-Nov	5	Community lab		Community lab data processing
12	10-Nov	5	Community lab		Community lab data processing
13	24-Nov		NO LAB - holiday	Paper revisions	
14	1-Dec	5		Present	Community group presentations
15	8-Dec	5		Present	Community group presentations

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. These evaluations are conducted online at <https://evaluations.ufl.edu>.

Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

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 each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). 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>.

Online recording policy: Our class sessions will 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.

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.

Statement of diversity, equity, and inclusion: It is my goal that students from diverse backgrounds, as well as differences in learning styles and personality, will be welcomed and well served in this course. My definition of diversity includes race, ethnicity, gender, sexual orientation, physical ability, cultural, academic or economic background. I plan to present the material in such a way that it is accessible and relatable to all students. I encourage you to contact me if you have suggestions for how I can improve upon this goal. It is also expected that students will treat each other with respect and no harassment of any kind will be allowed. To report harassment, inappropriate behavior, or discuss issues with a neutral party, please contact the UF [RESPECT Team](#).

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/>

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing 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 Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

Student Feedback and Complaints:

I am always interested to hear feedback from students on how to improve this course. The goal, overall, is for students to get as much out of this course as possible. Please contact me with any thoughts or comments you have that might improve the course. When possible, I will incorporate this feedback immediately. Other times, changes may be implemented to improve future versions of this course. To register formal complaints, please refer to the following:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Cover Sheet: Request 16005**Add PAT minor to UFO program****Info**

Process	Program Modify Platform Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Monika Oli molli@ufl.edu
Created	3/23/2021 2:59:17 PM
Updated	3/23/2021 3:00:05 PM
Description of request	Add PAT minor to UFO program

Actions

Step	Status	Group	User	Comment	Updated
College	Pending	CALS - College of Agricultural and Life Sciences			3/23/2021
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
UF Online					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					
Director of Institutional Assessment Notified					
No document changes					

Program|Modify_Platform for request 16005

Info

Request: Add PAT minor to UFO program

Description of request: Add PAT minor to UFO program

Submitter: Monika Oli moli@ufl.edu

Created: 3/23/2021 2:43:49 PM

Form version: 1

Responses

Name Pathogenesis

Major or Minor Code PAT

Effective Term Earliest Available

Effective Year Earliest Available

Differences from Residential Program same requirements, some of the approved electives are not available online yet

PLP 4222C Introduction to Plant Virology (Summer only) 3

PLP 4242C Introduction to Plant Bacteriology (Spring only) 3

PLP 4260C Introduction to Plant Pathogenic Fungi (Spring only) 3

Plenty of courses for UF online students to chose from

Pedagogical Rationale/Justification As our MCB major is part of UF online this will expand the opportunity for online students to engage and earn the minor offered by our department. This minor will also be available to other UF online programs that meet the prerequisites.

Impact on Existing Residential and Online Programs N/A

March 17, 2021

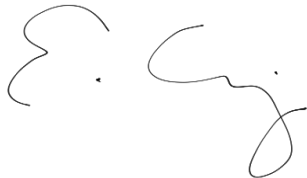
University Curriculum Committee
Office of Undergraduate Affairs
235 Tigert Hall
Gainesville, FL 32611

Dear members of the University Curriculum Committee:

With this letter, I convey my full support for the University of Florida (UF) College of Agricultural and Life Sciences' efforts to offer a minor in Pathogenesis via the UF Online pathway. I believe that this minor will contribute positively to the needs of students and equip them with the knowledge and skills necessary to excel in numerous scientific fields.

UF Online looks forward to seeing this offering thrive for many years to come!

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Cummings', with a stylized flourish at the end.

Evangeline J. Tsibris Cummings
Assistant Provost and Director of UF Online

Cover Sheet: Request 16023**Interdisciplinary Concentration in Reproductive Biotechnology - MS****Info**

Process	Concentration New/Modify/Close Grad/Pro/Interdisciplinary
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Peter Hansen pjhansen@ufl.edu
Created	3/26/2021 1:55:52 PM
Updated	3/30/2021 8:16:52 PM
Description of request	it is requested to create a new concentration in reproductive biotechnology

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Molecular and Cell Biology	Raluca Mateescu		3/30/2021
Cover letter.pdf					3/26/2021
Reproductive Biotechnology MS Concentration - Catalog Entry.docx					3/26/2021
approvals.pdf					3/26/2021
Interdisciplinary Concentration in Reproductive Biotechnology MS.pdf					3/26/2021
College	Pending	CALS - College of Agricultural and Life Sciences			3/30/2021
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Concentration|New for request 16023

Info

Request: Interdisciplinary Concentration in Reproductive Biotechnology - MS

Description of request: it is requested to create a new concentration in reproductive biotechnology

Submitter: Peter Hansen pjhansen@ufl.edu

Created: 3/26/2021 1:53:47 PM

Form version: 1

Responses

Proposed Action Create a Concentration

Degree Level M - Master's Degree

Thesis or Non-Thesis Thesis

Concentration Name Reproductive Biotechnology

Credits 9

Effective Term Fall

Effective Year 2021

Students 6

Percentage of Credits Available Fully Online <50%

Percentage of Credits Available Off-Campus <25%

Is this an additional (secondary) concentration? Yes

All Department/Degree/Majors Adding Concentration Animal Sciences: Animal Molecular and Cellular Biology with a concentration in Reproductive Biotechnology

Animal Sciences: Animal Sciences with a concentration in Reproductive Biotechnology

Biomedical Sciences (8 academic departments) with a concentration in Reproductive Biotechnology

Veterinary Medical Sciences (College of Veterinary Medicine) with a concentration in Reproductive Biotechnology

Rationale for Proposed Concentration The University of Florida has been engaged in interdisciplinary education of graduate students in the field of reproductive biology since at least 1967. In fact, a weekly seminar devoted to reproductive biology has been operating continuously since that time. Reproductive biology is of importance to human health and well being and efficient production of animal-based foods. A key feature of graduate education in reproductive biology at the University of Florida has been emphasis on interdisciplinary education, with students being exposed to faculty, concepts and research topics encompassing a broad range of topics in reproductive physiology, endocrinology, and developmental biology. Creation of a formal interdisciplinary concentration in reproductive biotechnology will allow students to have their transcript reflect the nature of their graduate education. Moreover, creation of the concentration will fulfill one of the objectives of a recently funded USDA National Needs Fellowship Program grant. It is expected that up to 6 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Impacts on Other Programs There will be minimal impact. Some courses listed as electives may see a slight increase in enrollment (2-3 students) per year. All departments impacted have agreed to have their courses listed for the concentration.

January 21, 2021

Dear Pete,

It was a great pleasure to learn about your efforts to develop an interdisciplinary graduate concentration in reproductive biotechnology administered by the Animal Molecular and Cellular Biology Graduate Program. This will provide a fantastic opportunity for our students and I anticipate our Animal Science graduate students will be very interested in participating in this concentration.

I have reviewed the courses you propose to be counted for credit towards the concentration. This letter is to formally agree with the inclusion of the Animal Sciences course you have listed as part of the concentration.

If you have any further questions or I can be of more assistance, please do not hesitate to contact me. Best of luck!

Sincerely,


Raluca Mateescu | Professor of Quantitative Genetics & Genomics
Graduate Programs Director
Dept. of Animal Sciences, Room 100B | University of Florida - IFAS
2250 SW Shealy Dr., Gainesville FL 32608
Phone: 352-392-2367; email: raluca@ufl.edu

John P. Driver, PhD
Associate Professor
2250 Shealy Dr., Bldg. 499
Department of Animal Sciences
PO Box 110910
Gainesville, FL 32611-0910
Tel 352-392-1981 ext. 224
Fax 352-352-5595
jdriver@ufl.edu


22 January 2021

RE: Letter of support for the Interdisciplinary Concentration in Reproductive Biotechnology

Dear Dr. Hansen,

This letter is to affirm that the Animal Molecular and Cellular Biology (AMCB) program intends to participate in the new interdisciplinary graduate concentration in reproductive biotechnology that you and your colleagues are developing. Accordingly, please list the AMCB program as a participating program in the concentration. The AMCB is also willing to administratively manage the new program through our office for graduate education. The AMCB is excited to be working with you in this endeavor and we wish you the best of luck establishing this important new concentration.

Sincerely,



John P. Driver, PhD

Director of the Animal Molecular
and Cellular Biology Graduate Program

Hansen, Peter J

From: Rowe, Thomas C
Sent: Wednesday, February 24, 2021 1:22 PM
To: Hansen, Peter J
Cc: Martens, Jeffrey R; Wood, Charles E; Cohn, Martin J; Looney, Brett T
Subject: Re: Reminder of Interdisciplinary Concentration in Reproductive Biotechnology

Thanks for following up Peter. Based on input from Drs. Wood, Martens, and Cohn, we are supportive of your efforts to create an Interdisciplinary Concentration in Reproductive Biotechnology.

Best regards,

Tom

Thomas C. Rowe, Ph.D.
Associate Dean for Graduate Education
Director, Graduate Program in Biomedical Sciences
Pronouns: he, him, his
University of Florida College of Medicine

Office: 352-273-8601
FAX: 352-627-4591
Email: tomrowe@ufl.edu



On Feb 24, 2021, at 8:39 AM, Hansen, Peter J <pjhansen@ufl.edu> wrote:

Just a reminder of my request for approval for the Interdisciplinary Concentration in Reproductive Biotechnology. Is there any more information required before you make a decision? Thank you

From: Hansen, Peter J
Sent: Monday, February 8, 2021 1:44 PM
Cc: Rowe, Thomas C <tomrowe@ufl.edu>
Subject: RE: Interdisciplinary Concentration in Reproductive Biotechnology

Dr Rowe – I would like to move forward with my request for the Interdisciplinary Concentration

From: "Cohn, Martin J" <mjcohn@ufl.edu>
Subject: Re: Interdisciplinary Concentration in Reproductive Biotechnology
Date: February 24, 2021 at 10:37:42 AM EST
To: "Rowe, Thomas C" <tomrowe@ufl.edu>
Cc: "Baker, Henry V" <hvbaker@UFL.EDU>

Hi Tom,

Yes, I am absolutely supportive of this. Enrollment was low at the start of the year, so I advertised the course to

From: [Pascual, David W.](#)
To: [HERNANDEZ, JORGE ANTONIO](#); [Chebel, Ricardo](#); [Hansen, Peter J](#)
Cc: [Zimmel, Dana N](#)
Subject: No MOU Is Needed
Date: Tuesday, March 23, 2021 10:39:17 AM

Dr. Zimmel informed me this morning that we do not need a MOU between our colleges for the reproductive biology graduate program.

Dean Zimmel and I support the opportunity for CVM graduate students to participate in the concentration of reproductive biology, and agree that VME 5244 be part of this concentration.

Sincerely,
David W. Pascual, PhD
Assoc. Dean of Res. & Grad. Studies
CVM

IFAS

Dept. of Animal Sciences
Peter J. Hansen

PO Box 110910
Gainesville FL 32611-0910
352-392-5590
352-392-5595 Fax

March 24 2021

University of Florida Graduate Council

Dear Colleagues:

Please find enclosed details on two proposed new interdisciplinary concentrations – a MS and PhD in reproductive biotechnology.

These concentrations would involve interactions with the following graduate programs – Animal Sciences, Animal Molecular and Cellular Biology, Biomedical Sciences, and Interdisciplinary activities in the Dept of Animal Sciences, and Veterinary Medical Sciences.

I have consulted with faculty and administrators in each of these programs and they have agreed to be involved. Copies of letters and emails acknowledging their agreement are attached.

Thanks for considering these programs.

Yours truly,



Peter J. Hansen
Distinguished Professor
L. E. "Red" Larson Professor

Interdisciplinary Concentration in Reproductive Biotechnology – MS

The University of Florida has been engaged in interdisciplinary education of graduate students in the field of reproductive biology since at least 1967. In fact, a weekly seminar devoted to reproductive biology has been operating continuously since that time. Reproductive biology is of importance to human health and well being and efficient production of animal-based foods. A key feature of graduate education in reproductive biology at the University of Florida has been emphasis on interdisciplinary education, with students being exposed to faculty, concepts and research topics encompassing a broad range of topics in reproductive physiology, endocrinology, and developmental biology. Creation of a formal interdisciplinary concentration in reproductive biotechnology will allow students to have their transcript reflect the nature of their graduate education. Moreover, creation of the concentration will fulfill one of the objectives of a recently funded USDA National Needs Fellowship Program grant. It is expected that up to 6 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Participating graduate programs offering the Concentration

Animal Molecular and Cellular Biology (administrator of the program)

Animal Sciences

Genetics and Genomics

Interdisciplinary Program in Medical Sciences

Veterinary Medical Sciences

Requirements for entry

Graduate students enrolled in any participating graduate program at the University of Florida that offers the concentration

Requirements for completion

Requirements for the MS concentration will include 9 credits, including 6 credits of core courses and 3 other credits from a group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, nutrition, and research ethics.

Core Courses

ANS 6313 Current Concepts in Reproductive Biology, 2 credits

ANS 6751, Physiology of Reproduction, 3 credits

ANS 5935 Reproductive Biology Seminar and Research Studies, 1 credit maximum

Elective Courses

ANS 6312C Applied Ruminant Reproductive Management, 4 credits

ANS 6379L Molecular Techniques in Animal Genetics, 2 credits

ANS 6387 Genetic Analyses of Complex Traits in Livestock, 3 credits

ANS 6702 Physiology of the Mammary Gland and Lactation, 2 credits

ANS 6704, Mammalian Endocrinology, 2 credits

ANS 6767 Advanced Endocrinology, 4 credits

ANS 6905 Problems in Animal Science (or equivalent course in other programs), 2 max*

GMS 5604 Medical Human Embryology 3 credits

GMS 6400C Principles of Physiology, 6 credits

GMS 6419 Medical Endocrinology and Reproduction, 3 credits

GMS 6531 Medical Pharmacology and Therapeutics III: Endocrine, Musculoskeletal and Reproductive Systems, 2 credits

VME 5224 Physiology: Organ Systems, 4 credits

* Up to 2 credits can be earned through a special problems course (ANS 6905) in which students undergo an 8 week internship at a participating reproductive biotechnology company or university. Currently, agreements are in place with 6 companies and two universities including one in Brazil.

MS Interdisciplinary Concentration in Reproductive Biotechnology

Reproductive biology is of importance to both human health and well-being and to efficient production of animal-based foods. A key feature of graduate education in reproductive biology is interdisciplinary education, with students being exposed to faculty, concepts and research topics encompassing a broad range of topics in reproductive physiology, endocrinology, and developmental biology. The MS concentration allows students to pursue such an interdisciplinary education within the context of existing discipline-based graduate programs. Moreover, participation in the reproductive biotechnology concentration will allow students to have their transcript reflect the nature of their graduate education.

Requirements for entry

Enrollment in a MS program in any of the graduate programs offering the concentration. These programs are Animal Molecular and Cellular Biology, Animal Sciences, Biomedical Sciences, and Veterinary Medical Sciences.

Requirements for completion

Requirements for the PhD concentration will include 9 credits, including 6 credits of core courses and 3 other credits from the group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, nutrition, and research ethics.

Core courses (9 credits)

Course Number	Title	Department	Credit hours	Term Offered	Description
ANS 6313	Current Concepts in Reproductive Biology	Animal Sciences	2	Fall	Emerging research topics in reproductive biology
ANS 6751	Physiology of Reproduction	Animal Sciences	3	Spring	Fundamental principles of reproduction
ANS 6767	Advanced Endocrinology	Animal Sciences	4	Spring	Molecular, cellular, and integrative endocrinology

Elective courses

ANS 6312C Applied Ruminant Reproductive Management, 4 credits

ANS 6379L Molecular Techniques in Animal Genetics, 2 credits

ANS 6387 Genetic Analyses of Complex Traits in Livestock, 3 credits

ANS 6702 Physiology of the Mammary Gland and Lactation, 2 credits

ANS 6704, Mammalian Endocrinology, 2 credits

ANS 6767 Advanced Endocrinology, 4 credits

ANS 6905 Problems in Animal Science (or equivalent course in other programs), 2 max*

GMS 5604 Medical Human Embryology 3 credits

GMS 6400C Principles of Physiology, 6 credits

GMS 6419 Medical Endocrinology and Reproduction, 3 credits

GMS 6531 Medical Pharmacology and Therapeutics III: Endocrine, Musculoskeletal and Reproductive Systems, 2 credits

VME 5224 Physiology: Organ Systems, 4 credits

*Up to 2 credits can be earned through a special problems course (ANS 6905) in which students undergo an 8 week internship at a participating reproductive biotechnology company or university. Currently, agreements are in place with 6 companies and two universities including one in Brazil.