

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

**A team-taught course**

**Fall 2023 – Section 353E (3 credits)**

**Mondays and Wednesdays, 3:00 to 4:55 PM (periods 8 & 9), TUR 2354**

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

**COURSE LEADER and INSTRUCTOR:**

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

FSHN Building, Room 309  
Cell: 352-642-3669  
Email: henken@ufl.edu

Office Hours: Tuesdays 1:30 to 3:00 p.m. (by appointment). Other times: email me and we can arrange a time to talk.

**COURSE INSTRUCTORS**

Dr. Zhiyong Cheng ([z.cheng@ufl.edu](mailto:z.cheng@ufl.edu))  
Dr. Wendy Dahl ([wdahl@ufl.edu](mailto:wdahl@ufl.edu))  
Dr. Cora Best ([corabest@ufl.edu](mailto:corabest@ufl.edu))  
Dr. Peggy Borum ([prb@ufl.edu](mailto:prb@ufl.edu))

**OFFICE HOURS**

Thursdays 2 to 3 p.m. or other times by appointment  
Tuesdays 3 to 5 p.m.  
Mondays/Wednesdays 12 to 1 p.m. or other times by appointment  
Tuesday 3:30 to 4:30 p.m. and Sunday 3:00 – 4:00 p.m. in zoom room <https://uflphi.zoom.us/j/4742141397> or in person by appointment.  
Thursday 1 to 2:30 p.m.

Dr. Anne Mathews ([anne.mathews@ufl.edu](mailto:anne.mathews@ufl.edu))

**COURSE DESCRIPTION:**

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

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

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

**TEXT AND MATERIALS:**

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

**COURSE ACTIVITIES:**

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

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

• Quizzes (5 quizzes worth 10 points each)		50
• Participation (see attendance/participation rubric)		100
• Topic Assessments and Assignments (50 points each: GI, protein, CHO, fiber, lipid, Dietary Guidelines and patterns, debates)		350
		<b>500</b>

A = 470 to 500; A- = 450 to < 470; B+ = 435 to < 450; B = 420 to < 435; B- 400 to < 420; C+ = 385 to < 400; C = 370 to < 385; C- = 350 to < 370; D+ = 335 to < 350; D = 320 to < 335; D- = 305 to < 320; F = < 305

**TENTATIVE SCHEDULE:**

<b>Week, Day</b>	<b>Topic</b>
Wed. Aug 23	Henken: Introduction to course and review of the syllabus and gastrointestinal physiology. Read chapter 2 on the digestive system
Mon. Aug 28	Discuss Debates Henken: Gastrointestinal physiology – macronutrient digestion and absorption
Wed. Aug 30	Henken: Gastrointestinal physiology – mucosal immunology
Mon. Sept. 4	Labor Day holiday – no class
Wed. Sept. 6	Cheng: CHO metabolism and endocrine regulation – an overview Read CHO chapter to prepare for class and <b>take quiz before the start of class.</b>
Mon. Sept. 11	Cheng: Glycemic control
Wed. Sept. 13	Cheng: Diabetes
Mon. Sept. 18	Open
Wed. Sept. 20	Cheng: Group project presentation
Mon. Sept. 25	Open
Wed. Sept. 27	Best: Proteins and amino acids in clinical nutrition – Read assigned pages from Gropper textbook to prepare for class and <b>take quiz before start of class.</b>
Mon. Oct. 2	Best: Proteins and amino acids in clinical nutrition
Wed. Oct. 4	Best: Proteins and amino acids in clinical nutrition. Proteins assignment completed during class.
Mon. Oct. 9	<b>Exam</b> over the following topics: GI physiology, macronutrient digestion and absorption, mucosal immunology, and proteins. Please complete during class time on Canvas.
Wed. Oct. 11	Dahl: Dietary fiber in clinical nutrition - Read fiber chapter to prepare for class and <b>take quiz before the start of class.</b>
Mon. Oct 16	Dahl: Dietary fiber controversies
Wed. Oct. 18	Dahl: Dietary fiber controversies
Mon. Oct. 23	Open
Wed. Oct. 25	Borum: Read article <i>Nonalcoholic Fatty Liver Disease and Omega-3 Fatty Acids: Mechanisms and Clinical Use</i> - Annu Rev Nutr 2023. Read lipid chapter to prepare for class and <b>take quiz before the start of class.</b>
Mon. Oct. 30	Borum: Read article <i>The Role of Artificial Intelligence in Deciphering Diet-Disease Relationships: Case Studies</i> - Annu Rev Nutr 2023
Wed. Nov. 1	Borum: Read article <i>Metabolic and Signaling Roles of Ketone Bodies in Health and Disease</i> - Annu Rev Nutr 2021
Mon. Nov. 6	Borum: - Discuss your patient's consults.
Wed. Nov. 8	Open
Mon. Nov. 13	Mathews: Dietary Guidelines and patterns related to chronic disease risk. Note: articles found on e-Learning in Canvas. <b>Take quiz before the start of class</b>
Wed. Nov. 15	Mathews: Dietary Guidelines and patterns related to chronic disease risk. Note: articles found on e-Learning in Canvas.
Mon. Nov. 20	Mathews: Dietary Guidelines and patterns related to chronic disease risk
Wed. Nov. 22	Thanksgiving Break OFF

Mon. Nov. 27	open
Wed. Nov. 29	open
Mon. Dec. 4	Debate on nutrition controversy Group 1 (Henken)
Wed. Dec. 6	Debate on nutrition controversy Group 2 (Henken) <i>Attendance/Participation self-evaluation and Debate team and peer team-work score sheets due</i>

**TOPIC ASSESSMENTS / ASSIGNMENTS:**

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

Please review lecture notes and assigned chapter. As your assessment, you will be given case scenarios and asked to synthesize information on these topics to answer questions. This exam will be administered on Monday, October 9<sup>th</sup>.

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

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

Grading Rubrics for the CHO assignment (project presentation).

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

## Proteins and Amino Acids – Dr. Best (50 points or 10% of grade)

Prior to class, please read the following pages:

Topic	Pages in print book 7 <sup>th</sup> edition
Essentiality	178
Sources of amino acids	178 - 179
Digestion	179 - 181
Absorption	181-183
Disposal of Ammonia	187-189
Protein synthesis	201 – 202
Interorgan flow of amino acids and organ-specific metabolism	218-229
Catabolism of tissue proteins	229 - 230
Protein quality and protein and amino acid needs	233 - 240

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

- Podcast link: <https://beautyandthegeek.podbean.com/e/talking-all-things-protein-with-dr-donald-layman/>
  - Can also be found on Apple Podcasts and Spotify

You will also read the results of the EFFORT Protein trial, an international, multicenter, pragmatic randomized trial of high- versus usual-dose protein in critically ill patients with high nutritional risk.

- Heyland (2023). The Lancet. Volume 401, Issue 10376, 18–24 February 2023, Pages 568-576.  
[https://doi.org/10.1016/S0140-6736\(22\)02469-2](https://doi.org/10.1016/S0140-6736(22)02469-2)

As your assessment, you will work independently to answer questions within Canvas in the final hour of class on Oct. 4<sup>th</sup>. You will be allowed to refer to the source podcast and paper. However, it will be essentially impossible to answer all questions correctly within the time allowed unless you listen to the podcast and read the paper in advance and, ideally, take notes that you can use during class. **You must bring your laptop computer and (if you want to refer to the podcast) headphones to class on Oct 4<sup>th</sup>.** This portion of your assessment will total 25 points. The remaining 25 points of your grade will be from exam questions. This exam will be administered on Monday, October 9<sup>th</sup>.

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## **Dietary Fiber Controversies - Dr. Dahl (50 points or 10% of grade)**

This assignment is to be completed in pairs (randomly assigned). Dietary fiber controversy questions will be posted on Canvas. Your assignment is to identify 4 original research papers published in the last 10 years that inform your answer to the assigned controversy question (no narrative reviews but systematic reviews with meta-analyses are allowed). Prepare a ~20-minute PowerPoint presentation on your evidence. Each presentation will be followed by ~5 minutes of questions. Presentations will be scheduled for Monday, October 16<sup>th</sup>, and Wednesday, October 18<sup>th</sup>. On the day you are not presenting, you will be expected to pose one question to any of your peer presenters.

Grading Rubric for the Dietary Fiber Controversy presentation.

(Note: 5 points will be deducted if a question is not posed to peer presenters).

Criteria	Scoring		Points
The presentation was generally well-prepared and logically organized; the research literature is cited on slides.	5 pts	0 pts	
Evidence descriptions of the four original research papers addressing the controversy were clear, concise, and accurate.	15 pts	0 pts	
A definitive conclusion statement answering the controversy question and based on research is made.	10 pts	0 pts	
Logic and critical thinking were demonstrated.	10 pts	0 pts	
Response to questions demonstrated an understanding of the research presented and knowledge limits, if applicable.	10 pts	0 pts	
			Total Points: 50.0

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

For this assignment you are providing educational consults to an attending physician whose patient has a lipid-related dietary question at 3 visits. You need to provide a document written at two different educational levels. First write the document for the physician and then write the document for the physician to give to the patient. Remember that each patient is unique, and your information is only useful to the patient if the patient can use it. The patient may recognize that the internet has good, bad, and ugly information and it can be difficult to distinguish among them. The patient depends on you to provide good information that that is the best available. The attending is a physician scientist who is big on practicing evidence-based medicine and has really gotten into precision medicine. The attending physician says that the reference list better include the latest references and the explanation should be concise and almost case report publication ready.

### Example of Patient Scenarios

#### **Visit 1 - Year 2023:**

50-year-old male – “My older brother just died of a massive heart attack at 62 years of age and our dad died of what was probably a heart attack at 48 years of age. It is really strange because a couple or so years back he said some kind of a liver doctor told him he had some new kind of liver thing that the doctor was seeing more and more of all the time. But he never said anything about having to see a heart doctor. Well doc, I want to play with my grand babies as they grow up. So, I came to you to be checked out.”

Clinic note from visit shows – Fatty liver disease - Physician requests a dietary consult from you.

#### **Visit 2 - Year 2025:**

52 year old male returns – “Good to see you again doc. I know I have postponed this visit several times, but things are going good. I have been following your dietary advice as much as I can. There have been some big changes, but good changes. I got a couple promotions and now have a desk job with a salary instead of hourly pay. There are a lot of good things about it, but I seem to have to work more hours and am dog tired when I get home. Have not had time for as much running or basketball as I used to do. My wife says it has not hurt my appetite. I do watch more TV and snack a lot.”

Clinic note from visit shows – Not much change in fatty liver, but BMI has increased from 26 to 30. Physician requests a dietary consult from you.

**Visit 3 – Year 2027:**

54 year old male returns – “Hey doc, I know you are going to tell me that my weight is going in the wrong direction. Sometimes, I have willpower, but it is hard. Somebody is always bringing in good eats and leaving them by the coffee in the break room. But I think I have found a solution for me. A new intern at the office who is obviously very athletic, is training for an iron man thing. He told me about this keto diet and showed me where I could order a drink that is just straight ketones. My sister went on a keto diet last year and really looks good now. I figure if I add in the ketone drink, it will work even better for me. What do you think?”

Clinic note from visit shows – BMI of 33, fasting glucose of 130 mg/dl. Physician requests a dietary consult from you including information on appropriateness of a ketogenic diet in this patient.

**Grading Rubric**

	Ranking Range		Points
	10.0 pts Full marks	0.0 pts No marks	
Information for patient is clear and concise	10.0 pts Full marks	0.0 pts No marks	
Information for patient is practical	6.0 pts Full marks	0.0 pts No marks	
Information for patient is evidence based	6.0 pts Full marks	0.0 pts No marks	
Information for attending is clear and concise	10.0 pts Full marks	0.0 pts No marks	
Information for attending is evidence based	6.0 pts Full marks	0.0 pts No marks	
References are appropriate and of high quality	6.0 pts Full marks	0.0 pts No marks	
Elements of precision medicine have been addressed	6.0 pts Full marks	0.0 pts No marks	
<b>Total points: 50</b>			

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

2025-2030 Dietary Guidelines Development

Students will work independently on this assignment. The advisory committee for the 2025-2030 Dietary Guidelines for Americans has been named and the committee’s work has begun. The scientific questions the committee is tasked with answering, based on current evidence, have been identified. You are tasked by the committee with taking an initial first pass at reviewing the evidence for one of these questions. After reviewing the overview of the DGA process, 1) select a question assigned to either Subcommittee 1 or Subcommittee 2; 2) select 5-10 critical references that you will cite in providing your initial input to the committee, 3) write a 3-5 page review of the current scientific evidence to answer your chosen question, using your selected references.

You will find the scientific questions for the 2025-2030’s here:

<https://www.dietaryguidelines.gov/scientific-questions>

Your review of the evidence to answer your selected question should be concise and written for an expert in the field.

**Grading Rubric for Dietary Guidelines Scientific Question Assignment**

Criteria	Ratings		Pts
	5.0 pts Full Marks	0.0 pts No Marks	
The relevance of the selected scientific question to public health is presented and justified.	5.0 pts Full Marks	0.0 pts No Marks	
Robust relevant reference list from peer reviewed sources (5-10 minimum)	5.0 pts Full Marks	0.0 pts No Marks	
Description of the dietary pattern(s) included in the paper is specific and clear.	10.0 pts Full Marks	0.0 pts No Marks	
A clear position of the strength of evidence in answering the selected question is given.	10.0 pts Full Marks	0.0 pts No Marks	
Limitations or aspects of the question that still need to be answered are clearly identified.	10.0 pts Full Marks	0.0 pts No Marks	
Review of evidence is well organized and well written, free of grammar errors.	5.0 pts Full Marks	0.0 pts No Marks	
Submitted on time	5.0 pts Full Marks	0.0 pts No Marks	
<b>Total Points: 50</b>			

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

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

1. Children and adults should eat a plant-based diet with limited animal products for optimal health.
2. Dietary cholesterol does not need to be significantly limited in the diet.
3. Palm oil should be included in the diet.
4. Ultra-processed foods (NOVA classification) should be eliminated from the food supply to safeguard the health of our citizens.
5. School lunch programs should use plant-based meatless products in place of beef.
6. A low carbohydrate (ketogenic) diet is superior to a low-fat diet for weight loss.
7. The dairy group should be retained in MyPlate.
8. Artificial sweeteners should be used to replace sugar to prevent weight gain.

**Expectations for debates:**

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

**Format:**

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

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

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



**Debate grading rubric:**

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

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

### Attendance/Participation Rubric

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

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

**Explanation:**

**Instructor-Initiated Recording of Class:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**In-class Recording by Students:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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

**Online Course Evaluation Process:** Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

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

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

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

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

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

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

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

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