

AEB 4424: Human Resources Management in Agribusiness

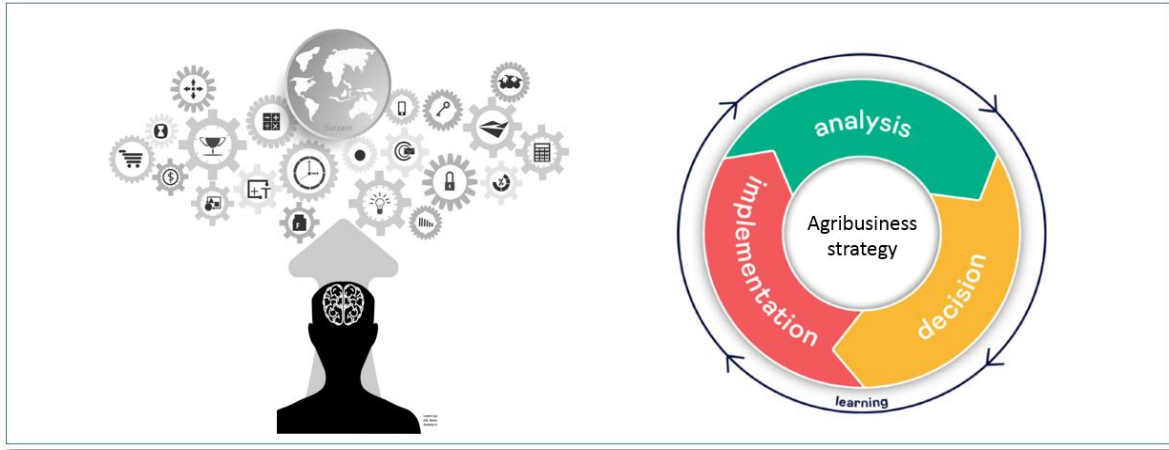


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“Human Resources isn’t a thing we do. It’s the thing that runs our business.”

-- Steve Wynn, CEO Wynn Resorts.

I. General Information

Class Meetings

Fall 2025

Sections: REG1, REC1, IAOK, UFO1, INTL – Asynchronous online

- e-Learning @ UF: <https://elearning.ufl.edu/>

Instructor

Dr. Jennifer Clark

Office: 1191 MCCA

Email: tspartin@ufl.edu (preferred; please include course number in subject line)

Office Hours (in-person and Zoom):

- Tuesdays 11:45 am – 12:35 pm
- Wednesdays 10:40 am – 12:35 pm
- Thursdays 9:25 am – 10:35 am
- **Or email for an appointment**

Zoom: <https://ufl.zoom.us/j/7910794490>

Teaching Assistants (TA)

TA office hours and contact information will be Posted in Canvas > Syllabus > TA Contact & Office Hours after drop/add period ends.

Course Description

Issues involved in the strategic and effective management of human resources in agribusiness. Human resource management concepts and techniques designed to improve agribusiness organizational teamwork, productivity, performance and enterprise success. It will also deal with some of the unique aspects of labor management. Application through use of case problems, triad and video techniques.

Prerequisite: Junior or Senior standing.

Course Goal

The primary goal of this course is to explore human resource management (HRM) principles and techniques focused on recruiting and managing human talent in a variety of highly specialized professional occupations, as well as a combination of semi-skilled and unskilled laborers. Agribusiness HRM spans a broad variety of sectors including crop production and animal husbandry with the goal of maintaining productivity through workforce planning, training, development, communication, and motivation at the interface of strategic decision-making to meet agribusiness organizations' needs.

At the end of this course, the student who successfully meets the course objectives will be able to:

- Evaluate the many activities that fall under the term “human resource management” and explain why these activities can be the responsibility of front-line managers with an active role in strategic planning and decision-making within an organization.
- Apply federal laws governing the recruitment, selection, and management of employees.
- Recognize HR management techniques in the context of motivational feedback, team building, business communication and change management theory and procedures in HR.
- Outline procedures associated with conflict resolution, discipline, and termination.
- Apply important HR techniques, through practice and working in teams, to gain experience in professional communication with associates and sharing feedback with employees.
- Improve written communication skills through the development of a brief research-based paper on a self-selected topic in strategic human resources management.

Additional information about structure of the course is provided in Canvas > Syllabus > Course Map.

Required Course Materials

Required Textbook and Course Materials

Textbook (eBook)

- *Dessler, G. (2018). Human Resource Management, 16e. New York: Pearson.*
- Textbook available via Canvas > **Access Pearson** (left-hand navigation menu).

Registration

- **Registration instructions are in Canvas > Syllabus > 0.2 Required Materials (MyLab and Mastering) > UF All-Access Registration Instructions.**

- The fee will be billed to your UF student account, please register promptly.

Software Requirements

- [Adobe Acrobat Reader](#): To view supplemental PDF readings in Canvas.
- [GatorCloud](#): Email, Office 365, GSuite, Dropbox; free for UF students

Readings

MODULE	LESSON (CHAPTER)	TITLE
1	1	Introduction to Human Resource Management
	2	Equal Opportunity and the Law
	3	Human Resource Management Strategy and Performance
2	4	Job Analysis and the Talent Management Process
	5	Personnel Planning and Recruiting
	6	Employee Testing and Selection
3	7	Interviewing Candidates
	8	Training and Developing Employees
	9	Performance Management and Appraisal
4	10	Managing Careers and Retention
	11	Establishing Strategic Pay Plans
	12	Pay for Performance and Financial Incentives
5	13	Benefits and Services
	14	Building Positive Employee Relations
	15	Labor Relations and Collective Bargaining
6	16	Safety, Health, and Risk Management
	17	Managing Global Human Resources
	18	Managing HR in Small and Entrepreneurial Firms

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
Discussion [D] & Discussion Response [DR] (6)	1 hour	Discuss HR concepts relevant to personal development in agribusiness. Each discussion includes a post and a prompted response to two peers (6 × 100 points). Due in Canvas by 11:59 pm.	600
Activity (6)	1 hour	Each module includes an activity that builds HR management skills through collaboration with classmates. These activities promote higher-order learning by engaging students in HR and labor issues while practicing key skills. By semester's end, students will demonstrate effective communication strategies for motivating employees and addressing behavior change (6 × 100 points). Due in Canvas by 11:59 pm.	600
Homework (18)	2 hours per Lesson	Each lesson is based on the textbook chapter. For each lesson you will watch a lecture video, complete reading, answer the homework questions (18 × 30 points). Due in Canvas by 11:59pm.	540
Quiz (18)	30 minutes per Lesson	Each lesson includes an open-book/notes quiz; no proctoring required. (18 × 30 points). Due in Canvas by 11:59pm.	540
Reflection video	15 minutes	Record a short video connecting course concepts to your own experience. Due in Canvas by 11:59pm	120
Total Points			2,400

* An Excel-based formulated spreadsheet is provided in Canvas > Syllabus for entering grades and tracking your real-time semester grade throughout the semester. The “lowest dropped grades” are not fully incorporated in Canvas > Grades until after all Module 5 assignments are completed and grades entered into Canvas.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

A student must score a grade of C or higher to satisfy the Gen Ed requirement.

Grading Rubric(s)

General Writing Expectations for Assessment Rubrics

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Addresses the topic with some complexity; shows critical evaluation and synthesis of sources; provides adequate discussion and basic understanding.	Central idea is unclear or off-topic; discussion is minimal or inadequate; lacks sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Has identifiable structure and a clear thesis; ideas generally progress logically, though may require effort to follow.	Lacks clear organization, logic, or transitions; coherence is missing.
ARGUMENT AND SUPPORT	Presents ideas persuasively with evidence. At minimum, provides adequate discussion, though support may be weak.	Makes weak generalizations with little or no evidence; relies on summary or narrative without analysis.
STYLE	Word choice fits context, genre, and discipline; sentences show complexity and logical structure. At minimum, may be uneven or occasionally imprecise.	Word choice inappropriate for context or discipline; sentences awkward, overly simple, or incorrect.
MECHANICS	Mostly free of errors; minor issues do not interfere with meaning.	Frequent errors in grammar, spelling, or punctuation impede understanding or undermine credibility.

*Additional rubric criteria are provided for each assignment specific to formatting instructions.

III. Annotated Weekly Schedule

The weekly schedule is provided as an overview of the lesson content and assignment due dates. All due dates are at 11:59 pm EST reflected in the schedule. The instructor will make every effort to adhere to this schedule but should changes become necessary to accommodate unexpected events students should check Canvas>Announcements regularly for weekly updates.

Introduction Module – Overview of the course and introduction to the instructor

Topic: This introductory module provides an overview of the course, introduces the instructor, and sets expectations for navigating the course and engaging with its content.

Summary: In this module, students will be introduced to AEB 4424 and the instructor, including a tour of the technology used throughout the course. The module covers communication methods, available in-person and Zoom meeting options, and the tools provided on Canvas. Students will also learn about course expectations, how to navigate the course, and the assignments and resources available to support their learning.

DAY				THURSDAY	FRIDAY	SAT/SUN
DATE				8/21/25	8/22/25	8/23-8/24
WEEK 1				Classes Begin	Due: Introduction & Syllabus Quiz	

Module 1 – The Human Resource Environment (Lessons 1-3)

Topic: Concepts and applications of the Human Resource Environment

Summary: This module focuses on the principle that people within the organization are investments in organizational capital and therefore a basic situation of strategic management principles can be used to develop this important resources to achieve the organization's goals. In this module, the history of HRM, important laws governing HRM, and the development of HRM as a strategic management framework for decisions about human capital performance are introduced.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	8/25/25	8/26/25	8/27/25	8/28/25	8/29/25	8/30-08/31
WEEK 2		Due: Discussion 1 Post (part a) Flexible pacing: Lesson 1 HW & Quiz		Due: Discussion Response 1 (part b) Flexible pacing:		

				Lesson 2 HW & Quiz		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/01/25	9/02/25	9/03/25	9/04/25	9/05/25	9/06-09/07
WEEK 3	HOLIDAY: Labor Day	Flexible pacing: Lesson 3	Due: Activity 1		Due: Lessons 1-3 HW & Quiz Reflection video 1	
Module 2 – Recruiting, Planning, and Talent Management (Lessons 4-6)						
<p>Topic: Concepts and applications of Recruiting, Planning, and Talent Management</p> <p>Summary: Have you ever wondered how organizations use data to analyze their investment in human resources and plan for acquiring human talent? What factors are important consideration to discuss within HRM meetings to plan for growth and the future of the organization? Conducting a job analysis to identify organizational needs is a critical component in the talent management process. In this module, recruiting and elements of the selection process to identify ideal candidates for joining the team are addressed.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/08/25	9/09/25	9/10/25	9/11/25	9/12/25	9/13-9/14
WEEK 4		Flexible pacing: Lesson 4		Flexible pacing: Lesson 5		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/15/25	9/16/25	9/17/25	9/18/25	9/19/25	9/20-9/21

WEEK 5		Due: Discussion 2 Post (part a) Flexible pacing: Lesson 6	Due: Activity 2	Due: Discussion Response 2 (part b)	Due: Lessons 4-6 HW & Quiz Reflection video 2	
Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)						
<p>Topic: Concepts and applications of Acquiring, Training, and Developing Human Resources</p> <p>Summary: This module focuses on performance, including legal and strategic aspects of candidate interviews, new hire training, and development of employee potential. Performance management and appraisal are aspects of weighing the benefits and costs associated with personnel resource decisions. In this module, the tools used for investing in human resources affecting organizational strategy and goals are addressed.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/22/25	9/23/25	9/24/25	9/25/25	9/26/25	9/27-9/28
WEEK 6		Due: Discussion 3 Post (part a) Flexible pacing: Lesson 7		Due: Discussion Response 3 (part b) Flexible pacing: Lesson 8		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/29/25	9/30/25	10/01/25	10/02/25	10/03/25	10/04-10/05
WEEK 7		Flexible pacing: Lesson 9	Due: Activity 3		Due: Lessons 7-9 HW & Quiz Reflection video 3	

Module 4 – Managing Compensation & Employee Performance (Lessons 10-12)

Topic: Concepts and applications of Managing Compensation & Employee Performance

Summary: This module focuses on compensating human resource talent for the knowledge, skills, and abilities they provide to the organization. In agribusiness, payment for services takes a variety of methods that are unique to this industry. The supply of agribusiness labor continues to present shortages for the organization and retention is a strategic element of operations. In this module, the concepts of strategic pay plans and performance incentives are considered for a variety of agricultural commodities.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/06/25	10/07/25	10/08/25	10/09/25	10/10/25	10/11-10/12
WEEK 8	Due: Discussion 4 (part a) <i>(approximately 30-45 minutes).</i>	Due: Discussion 4 Post (part a) Flexible pacing: Lesson 10		Due: Discussion Response 4 (part b) Flexible pacing: Lesson 11		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/13/25	10/14/25	10/15/25	10/16/25	10/17/25	10/18-10/19
WEEK 9		Flexible pacing: Lesson 12	Due: Activity 4		HOLIDAY: HOMECOMING	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/20/25	10/21/25	10/22/25	10/23/25	10/24/25	10/25-10/26

WEEK 10	Due: Lessons 10-12 HW & Quiz Reflection video 4	Due: Discussion 5 Post (part a) Flexible pacing: Lesson 13		Due: Discussion Response 5 (part b) Flexible pacing: Lesson 14		
Module 5 – Employee Well-being & Management Relations (Lessons 13-15)						
<p>Topic: Concepts and applications of Employee Well-being & Management Relations</p> <p>Summary: This module further investigates the investment in human capital development through employment benefits and services that represent a significant component of the managerial salary package associated with most organizations' HR department. Positive employee relations are considered as change management is discussed as a skill that all people managers can develop. In this module, the concepts of labor relations and collective bargaining (unions) are also considered as a component of agribusiness organizations.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/27/25	10/28/25	10/29/25	10/30/25	10/31/25	11/01-11/02
WEEK 11	Due: Discussion 5 (part a) (approximately 30-45 minutes). Peers Assigned for Activity 5	Flexible pacing: Lesson 15	Due: Activity 5		Due: Lessons 13-15 HW & Quiz Reflection video 5	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/03/25	11/04/25	11/05/25	11/06/25	11/07/25	11/08-11/09

WEEK 12		Due: Discussion 6 Post (part a) Flexible pacing: Lesson 16		Due: Discussion Response 6 (part b) Flexible pacing: Lesson 17		
Module 6 – Additional Topics in HRM (Lessons 16-18)						
<p>Topic: Concepts and applications of Additional Topics in HRM</p> <p>Summary: This module represents a shift in perspective from the examination of the organization's internal goals for performance to the external environment including risk management and globalization of human resources. Also in this module, the concepts of small entrepreneurial firms are also considered as the landscape of local and regional food systems presents opportunities for new business development.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/10/25	11/11/25	11/12/25	11/13/25	11/14/25	11/15-11/16
WEEK 13		HOLIDAY: Veteran's Day		Flexible pacing: Lesson 18		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/17/25	11/18/25	11/19/25	11/20/25	11/21/25	11/22-11/23
WEEK 14			Due: Activity 6		Due: Lessons 16-18 HW & Quiz Reflection video 6	

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/24/25	11/25/25	11/26/25	11/27/25	11/28/25	11/29-11/30
WEEK 15	THANKSGIVING HOLIDAY					
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	12/01/25	12/02/25	12/03/25	12/04/25	12/05/25	12/06-12/07
WEEK 16	Please complete UF Course Evaluation and End-of-Semester Feedback!		Last Day of Classes		READING DAYS	
Conclusion Module – Final Thoughts						
Topic: Reflecting on the broader impact of Human Resource Management in agriculture and agribusiness and its implications for your own career and management choices is key as the semester concludes. Please take time to complete feedback on your course experience. Summary: As the semester concludes, Do you have any lingering questions about the subject matter? Any questions about professional generalist or specialist HRM opportunities or certifications? This is an opportunity to consider your professional development and skills growth. Please reach out with any questions.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	4/28/25	4/29/25	4/30/25	5/01/25	5/02/25	
WEEK 16	SCHEDULED MAKE UP ASSIGNMENTS			Reach out to discuss potential undergrad research projects!		

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, theoretical principles, and terminology of HRM including the history, theory, and empirical methodologies used for strategic HR decisions through discussions, activities, lessons, quizzes and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project. (S)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis using HRM concepts and methods to examine the principles and tools that form the processes by which individuals make human capital decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project. (S)
- Assess and analyze diverse perspectives associated with HRM resource allocations associated with production efficiency and personnel development through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project. (S)
- Critically analyze and evaluate qualitative and quantitative data for informing HRM concerns and strategic agribusiness decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project. (Q2)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective oral, written, and presented work that demonstrates critical engagement with course texts, videos, and experiential learning through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project. (S)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond through information and peer sharing that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas.
- Reflect on their own and others’ experience in allocation decisions following principles of strategic HRM analysis to develop a final “Addressing strategic agribusiness HRM concerns” e-Portfolio project.

V. Learning about Agribusiness HRM

1. Details of “Addressing strategic agribusiness HRM concerns” set of Activities (1-6)

For experiential learning opportunities, students will work with other students on applied, practical communications and skills associated with motivation and corrective behavioral strategies for associates that they manage. Students will engage in a variety of collaborative online research on topics, communication with an among peers, provide summary peer feedback, and reflect on their skill development. Assignments are designed to build upon course concepts and to provide an understanding of using analytical models to formulate strategic decisions on their agribusiness HRM topics in agribusiness.

The following six activity descriptions provide an overview of components included in developing their recommendations:

MODULE	NAME OF ACTIVITY “Addressing strategic HRM Concerns”
A_01	Recognizing Average Associates (RAA) Explore how managers can identify and support workplace performance to improve morale and engagement.
A_02	Analyzing a Job that Matters: Your Career Through an HR Lens Use the O*Net database to conduct a job analysis and reflect on how clear role definitions support HR decision-making.
A_03	Interviewing with Intention Examine the structure and purpose of interview questions to ensure legal compliance and strategic value in the hiring processes.
A_04	Helping Associates Improve Performance (HAIP I & II) Apply communication and coaching strategies to support employee growth and address resistance to feedback.
A_05	Inside Ag Labor: Managing Compliance and H-2A Needs Analyze specific labor challenges in agriculture, including H-2A visa requirements, worker protections, and compliance.
A_06	Discussing Disciplinary Action (DDA) Practice delivering disciplinary feedback that balances accountability with fairness and respect.

Why These Activities Matter

These assignments aren’t just about checking boxes—they’re designed to help you practice the thinking, communication, and decision-making skills used by HR professionals and agribusiness managers.

Through group dialogue, peer feedback, and structured writing, you’ll:

- Explore HR strategies that balance employee well-being with business performance.
- Practice interpersonal and managerial communication in complex scenarios.
- Reflect on the role of HR in supporting inclusive, ethical, and effective workplaces.
- Build career-ready skills in strategic thinking, policy interpretation, and professional writing—aligned with [APLU’s employability competencies](#) for agriculture and natural resources graduates.

Grading Expectations: Annotated Rubric Overview

Your work will be assessed based on thoughtfulness, clarity, and alignment with course materials and objectives. Full rubrics are available in Canvas for each activity. Below is the general grading framework.

Performance Level	Description	Points
Full Credit	Thorough, on-point and well-developed responses that directly engage with course concepts and materials.	80-100
Partial Credit	Competent and complete, but may lack specific detail, clarity, or depth.	50-70
Marginal Credit	Incomplete or underdeveloped; shows limited engagement with the material.	10-40
No Credit	No submission	0

2. Details of Self-Reflection Component

Each module includes cumulative assignments and reflection videos that connect course concepts to real-world agribusiness HRM challenges. These activities promote communication, decision-making, and strategic thinking while reinforcing how HR strategies balance employee well-being with organizational performance.

VI. Required Policies

Attendance Policy

Your voice and contributions matter in this course. The more you participate, the more you'll get out of our discussions, activities, and projects — and your classmates benefit from your perspective too.

Here's how we'll handle attendance and deadlines so you can stay engaged and keep moving forward:

- 48-hour Grace Period: Every assignment has a 48-hour buffer after the posted due date in Canvas. Submissions made during this time won't receive a late penalty.
- After the Grace Period: Work turned in late may receive a 20% deduction — unless you've reached out to me. Communication is key!
- Excused absences: UF recognizes many valid reasons — illness, emergencies, official university activities, religious observances, military obligations, or severe weather, among others. If one of these affects you, let me know and we'll work out a plan.
- Participation matters: By showing up, sharing your ideas, and completing assignments on time (or within the grace period if needed), you're not just earning points — you're helping create a stronger, more collaborative learning community.

Bottom line: use the Grace Period when life gets busy, and don't hesitate to communicate with me. Staying connected will help you succeed and make this course more rewarding for everyone.

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/UGRD/academic-regulations/attendance-policies/>

Students Requiring Accommodation

Your success in this course matters. If you have a disability or experience learning barriers, you are encouraged to connect with the **Disability Resource Center (DRC)** to explore academic accommodations: <https://disability.ufl.edu/students/get-started/>.

Once you have your accommodation letter, please share it with me as early as possible so we can work together to make sure your learning needs are met. I value creating an inclusive learning environment where every student can fully participate and succeed.

UF Evaluations Process

Your feedback is an important part of making this course the best it can be. At the end of the semester, you'll be invited to complete an online evaluation through **GatorEvals**. These evaluations give you the chance to share what worked well and suggest ways to improve the course in the future.

You can complete your evaluation through the link you'll receive by email, in your Canvas course menu under GatorEvals, or directly at <https://ufl.bluer.com/ufl/>. Guidance on giving constructive and respectful feedback is available here: <https://gatorevals.ua.ufl.edu/students/>.

Once results are shared, you can see summaries of past course feedback at <https://gatorevals.ua.ufl.edu/public-results/>. Your input not only helps me improve but also supports future students. Thank you in advance for your thoughtful participation!

University Honesty Policy

At UF, we hold ourselves to the highest standards of honesty and integrity. As members of this community, we live by the **Honor Pledge**:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It's important to follow the assignment designation:

- **Independent work** must be completed entirely on your own. Sharing answers, collaborating, or receiving unauthorized help is a violation of the Honor Code.
- **Group assignments** are designed for collaboration, and you are expected to work together and contribute fairly as a team.

The Honor Code outlines specific violations and consequences:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

If you're ever unsure about whether collaboration is allowed, please ask me. Clear communication helps protect the integrity of your work, your degree, and our classroom community.

Counseling and Wellness Center

Your well-being is important. If you ever feel overwhelmed, stressed, or need someone to talk to, UF's **Counseling and Wellness Center** is here to support you: <http://www.counseling.ufl.edu/> or call **352-392-1575**.

For immediate safety concerns, you can contact the **University Police Department** at **352-392-1111** or dial **9-1-1** in an emergency.

Please don't hesitate to use these resources — taking care of yourself is a vital part of your academic success.

The Writing Studio

Strong writing is an important skill for both academic and professional success, and you don't have to do it alone. UF's **Writing Studio** offers free one-on-one consultations and workshops to help you plan, draft, and polish your work.

You can visit them online at <http://writing.ufl.edu/writing-studio/> or stop by their location in **2215 Turlington Hall**. Whether you want help getting started, organizing your ideas, or refining your final draft, the Writing Studio is a great resource to make your writing stronger and your voice clearer.

Class Recordings

Students are permitted to record video or audio of class lectures; however, use of these recordings is strictly limited.

Allowed uses:

1. Personal educational use.
2. In connection with a formal complaint to the university.
3. As evidence in, or preparation for, a criminal or civil proceeding.

Not allowed: Sharing, posting, or publishing recordings (or transcripts) without the instructor's written consent. This includes uploading to social media, websites, tutoring services, or sharing with individuals not enrolled in this course.

Definition: A "class lecture" refers to instructor-led teaching or discussions that are part of this course. It does not include student presentations, labs, quizzes, exams, field trips, or private conversations during class.

Violating this policy may result in disciplinary action under the UF Honor Code. A student who publishes a recording without written consent may also 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.