Cover Sheet: Request 15458

SPN 3XXX – Spanish First Language Acquisition

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	11/11/2020 8:22:00 PM
Updated	2/19/2021 1:12:24 PM
Description of request	Addition to upper division Spanish curriculum

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward		11/11/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: • Course Description: first word has typo. • Course objectives need to be revised. Explore, understand both need to be revised. • Remove Week 16 by removing Spring Break and renumbering. • Include grading scale. • Include rubric for participation grading. • Transcript title suggestion: Spanish 1st Lang Acquisition. • More details on HW 50%. • In attendance: after 3 unexcused absences… How does the point deduction work? Suggestion: each further unexcused absence will result in a 2 point deduction in the final grade.	1/26/2021
No document changes					
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward	Changes have been made	1/27/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/19/2021
SPN4930_Spring2020.docx					1/27/2021

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
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 15458

Info

Request: SPN 3XXX – Spanish First Language Acquisition
Description of request: Addition to upper division Spanish curriculum
Submitter: Gillian Lord-Ward glord@ufl.edu
Created: 3/9/2021 11:27:29 AM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    SPN

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

    Response:
    4

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    xxx

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

    Response:
    Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Spanish First Language Acquisition

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
SPN 1st Lang Acq

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Introduction to the field of first language acquisition, with special emphasis on the acquisition of Spanish. Presents the main theories of first language acquisition including the development of speech perception and production, the acquisition of the lexicon, and the emergence of syntax in Spanish speakers.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
SPN3700

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
We are in the process of updating our curriculum by requesting permanent numbers for courses we have offered as rotating topics. This course is an addition to our upper division Hispanic Linguistics courses, possible now that we have a syntactician on our faculty.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Interpret evidence for the fact that language learning is predetermined for humans
Analyze theories of language acquisition as they pertain to children
Critique criticize professional journal articles related to language acquisition
Develop academic writing competence

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Lust, Barbara C. 2006. Child Language. Acquisition and Growth. Cambridge: CUP.

Meisel, J. 2011. First and Second Language Acquisition. Cambridge: CUP.

Pinker, Steven. 2004. The Language Instinct. New York: Harper Perennial.

(Additional recent articles will be made available to students via Canvas)

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Presentation of the course and Introduction. An instinct to acquire an art.

Week 2: The Growth of Language. What is acquired? What is language, where it is. The computational system.

Week 3: What is acquired? The architecture of the Language Faculty.

Week 4: The problem of language acquisition.

Week 5: Towards a theory of language acquisition.

Week 6: Towards a theory of language acquisition (continued)

Week 7: Brain and language development.

Week 8: Review for the midterm exam; MIDTERM EXAMINATION

Week 9 : The nature vs nurture dichotomy.

Week 10: Methodologies for the study of language acquisition.

Week 11: The acquisition of phonology.

Week 12: The acquisition of syntax.

Week 13: The acquisition of semantics.

Week 14: Language growth.

Week 15: Child vs. adult language acquisition. Conclusions and wrap-up.

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
A = 100-93 C(S) = 76-73
A- = 92-90 C-(U) = 72-70
B+ = 89-87 D+ = 69-67
B = 86-83   D = 66-63
B- = 82-80 D- = 62-60
C+ = 79-77 E = 59-0

• Midterm = 20 %
In-class tests on the course contents. These exams will not be cumulative, i.e. the midterm will assess command on the first half of the course, and the final on the second.

• Final exam = 20 %
In-class tests on the course contents. These exams will not be cumulative, i.e. the midterm will assess command on the first half of the course, and the final on the second.

• Homework assignments (5 x 10 %) = 50 %
Students will complete five homework assignments related with the assigned readings or class lectures. The first four of these assignments will consist of short response papers to readings related to the course content. For the last one, students will produce a linguistic analysis of the recorded speech of a toddler. These assignments will be assessed taking into consideration the content, the use of Spanish and the clarity of writing style.

• Attendance and participation = 10 %

Attendance (5%) and participation (5%) = 10 %
Attendance is mandatory and crucial for the successful completion of the course. After 3 unexcused absences, each further unexcused absence will result in a 2 point deduction in the final grade. Arriving 10 minutes late will be considered an absence. Two late arrivals of less than 10 minutes will be equivalent to one absence.

A close reading of the materials in this course is necessary, and it must be done before each class. Do not expect to grasp the materials by simply skimming through them; instead, make sure you devote enough time to carefully reading them. Students must be ready to participate in class discussions which is fundamental, together with their interest in asking questions and their demonstrating command of the contents.

Participation will be assessed by means of the completion of online quizzes on Canvas, consisting of a short True/False, matching, dropdown or multiple choice exercise. These mini-quizzes will be open-book, and each of them will be worth 10 points, which will contribute to the 5% portion corresponding to participation of the final grade.

Given that writing helps us make sense of what we read, homework assignments may include short essays. The students must learn how to use writing as a way to better grasp what one reads.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Imanol Suárez-Palma

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• 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

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

    Response:
    Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:


• *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/public-results/. 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/.*

* *

    Response:
    Yes

SPN 4930 (section 01A6; Class #19463)
FIRST LANGUAGE ACQUISITION

Monday, Wednesday, Friday, Period 7 (1:55 PM – 2:45 PM)
Turlington 1101
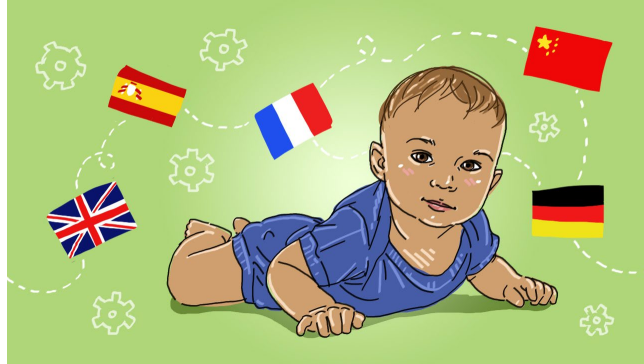
INSTRUCTOR INFORMATION

Instructor: Dr. Imanol Suárez-Palma
Office: Dauer Hall, 157
Email: isuarezpalma@ufl.edu
Phone: (352)294-6399
Office hours: Monday 10:00am–12:00pm; Friday 3:00pm–4:00pm. Please, make sure you book your appointment on https://isuarezpalma.youcanbook.me.

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught in Spanish. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE GOALS AND OBJECTIVES

This course is an introduction to the field of first language acquisition, with special emphasis on the acquisition of Spanish. Students will learn about the main theories of first language acquisition proposed throughout the years, and how these evolved with the advent of cognitive sciences. Among other issues, the course covers the main universal stages of first language acquisition, including the development of speech perception and production, the acquisition of the lexicon, and the emergence of syntax, as well as the fundamental differences between this process and late (adult) language acquisition.

Throughout the course, students will develop the analytical skills to read and criticize professional sources on the topic, and will practice and perfect their academic writing competence. By the end of the semester, students will be acquainted with the idea that humans are biologically endowed/predetermined to acquire any given language and they will have gained a solid knowledge of the acquisition process, which will prove helpful should they enroll in other courses on L2 acquisition or bilingualism.

COURSE MATERIALS
- Lust, Barbara C. 2006. *Child Language. Acquisition and Growth*. Cambridge: CUP. [Reference]
- Meisel, J. 2011. *First and Second Language Acquisition*. Cambridge: CUP. [Reference]
- Pinker, Steven. 2004. *The Language Instinct*. New York: Harper Perennial. [Reference]
- A number of readings will be made available to students via Canvas.

ASSESSMENT

Grade Scale and Policies
The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

Graded Course Components
- **Midterm = 20 %**
- **Final exam = 20 %**
- **Homework assignments (5 x 10 %) = 50 %**
- **Attendance and participation = 10 %**

Midterm (20 %) + Final exam (20 %) = 40 %
In-class tests on the course contents. These exams will <u>not</u> be cumulative, i.e. the midterm will assess command on the first half of the course, and the final on the second.

Homework assignments = 50 %
Students will complete five homework assignments related with the assigned readings or class lectures. The first four of these assignments will consist of short

response papers to readings related to the course content. For the last one, students will produce a linguistic analysis of the recorded speech of a toddler. These assignments will be assessed taking into consideration the content, the use of Spanish and the clarity of writing style.

Attendance (5%) and participation (5%) = 10 %

Attendance is mandatory and crucial for the successful completion of the course. After 3 unexcused absences, each further unexcused absence will result in a 2 point deduction in the final grade. Arriving 10 minutes late will be considered an absence. Two late arrivals of less than 10 minutes will be equivalent to one absence.

A close reading of the materials in this course is necessary, and it must be done before each class. Do not expect to grasp the materials by simply skimming through them; instead, make sure you devote enough time to carefully reading them. Students must be ready to participate in class discussions which is fundamental, together with their interest in asking questions and their demonstrating command of the contents.

Participation will be assessed by means of the completion of online quizzes on Canvas, consisting of a short True/False, matching, dropdown or multiple choice exercise. These mini-quizzes will be open-book, and each of them will be worth 10 points, which will contribute to the 5% portion corresponding to participation of the final grade.

Given that writing helps us make sense of what we read, homework assignments may include short essays. The students must learn how to use writing as a way to better grasp what one reads.

It is forbidden to use cell phones in the classroom. Their use will mean the immediate expulsion of the student from the classroom, and will count as an absence.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	Wednesday
Week 1 (Jan 8-10)	Presentation of the course and Introduction. **An instinct to acquire an art.** Readings: *Pinker (1994): Chapter 1*
Week 2 (Jan 13-15-17)	**The Growth of Language. What is acquired?** What is language, where it is. The computational system. Readings: *Lust (2006): Chapter 2* Assignments: ***Submit Tarea 1 via Canvas***.
Week 3 (Jan 20-22-24)	**What is acquired?** The architecture of the Language Faculty. Readings: *Lust (2006): Chapter 2.*
Week 4 (Jan 27-29-31)	**The problem of language acquisition.** Readings: *Lust (2006): Chapter 3*
Week 5 (Febr 3-5-7)	**Towards a theory of language acquisition.** Readings: *Lust (2006): Chapter 4* ***Submit Tarea 2 via Canvas***
Week 6 (Feb 10-12-14)	**Towards a theory of language acquisition (*continued*)** Readings: *Lust (2006): Chapter 4*
Week 7 (Feb 17-19-21)	**Brain and language development.** Readings: *Lust (2006): Chapter 5*
Week 8 (Feb 24-26-28)	**Revision for the midterm exam.** ***Submit Tarea 3 via Canvas*. MIDTERM EXAMINATION.**
Week 9 (March 2-4-6)	*Spring Break*
Week 10 (Mar 9-11-13)	**The nature *vs* nurture dichotomy.** Readings: *Lust (2006): Chapter 6*
Week 11 (Mar 16-18-20)	**Methodologies for the study of language acquisition.** Readings: *Lust (2006): Chapter 7* ***Submit Tarea 4 via Canvas***
Week 12 (Mar 23-25-27)	**The acquisition of phonology.** Readings: *Lust (2006): Chapter 8*
Week 13 (Mar 30; Apr 1-3)	**The acquisition of syntax.** Readings: *Lust (2006): Chapter 9* ***Submit Tarea 5 via Canvas***
Week 14 (Apr 6-8-10)	**The acquisition of semantics.** Readings: *Lust (2006): Chapter 10*
Week 15 (Apr 13-15-17)	**Language growth.** Reading: *Lust (2006): Chapter 11*
Week 16 (Apr 20-22-24)	**Child *vs.* adult language acquisition. Conclusions and wrap-up.** Reading: *Meisel (2011): Chapter 3* Review for final exam.

Final examination: April 30, 3:00–5:00 PM

BIBLIOGRAPHY of COURSE READINGS

Lust, B. 2006. *Child Language. Acquisition and Growth.* Cambridge: CUP.
Meisel, J. 2011. *First and Second Language Acquisition.* Cambridge: CUP.

Pinker, S. 2004. *The Language Instinct.* New York: Harper Perennial.
- A number of readings will be supplied via Canvas.

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups
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.

Accommodations
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. For more information see http://www.dso.ufl.edu/drc.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Academic Integrity
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-honorcode/) 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.

Resources Available to Students

> *Health and Wellness*
> - *U Matter, We Care*: umatter@ufl.edu; 392-1575
> - *Counseling and Wellness Center*:
>   http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575

- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: http://www.police.ufl.edu/; 392-1111 (911 for emergencies)

Academic Resources
- *E-learning technical support*: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; http://www.crc.ufl.edu/; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/; 846-1138

Procedure for Conflict Resolution
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or http://www.distance.ufl.edu/student-complaintprocess (for online classes).