ILLINOIS

IB 497: CRN 76090
Science Communication
Spring 2026

Course Information

- Course Duration: Full Semester, 16 weeks
- Contact Hours: Monday, Wednesday 10:00 – 11:30 AM; Two 90-minute lecture periods each week
- Course Format : In-Person
- Course Location: 2090 Natural History Building
- Weekly Hours of Expected Student Work, apart from instruction time: 6 hours for undergraduate students and 8 hours for graduate students
- Credit Hours: 3 undergraduate/4 graduate credit hours; No prerequisites

Instructor Information

- Professor Esther Ngumbi
- Entomology Department; African American Studies Department
- Contact information: enn@illinois.edu
- Office: 415 Morrill Hall
- Instructor drop-in hours for students: By appointment

Course Description

Trains emerging scientists to communicate beyond academia. Explores the various avenues that can be used to communicate science with different audiences. Through weekly lectures, practical assignments and invited guest lecture presentations, this course builds critical skills in written and oral communication relevant to all careers as well as the art of writing and pitching opinion pieces to various media outlets for public engagement.

Learning Outcomes

In this course, students will:

1. Learn and develop skills that underlie clear and effective science communication.
2. Learn the art of writing and pitching opinion pieces to various media outlets.
3. Learn the elements of communication that are most useful with varied audiences.
4. Apply these elements to communicate their research projects and improve their science communication endeavors.
5. Communicate science to different audiences through careful use of metaphors and minimal use of jargon.
6. Create persuasive, effective, and accessible arguments about different science topics.
7. Appreciate the many forms of science communication.
8. Produce a portfolio consisting of an opinion piece, a mini-Ted-talk and a press release/graphical summary.
9. Describe what makes a good science story.
10. Advocate for science

Course Materials

Learning Management System

This course uses the Learning Management System Canvas :
https://canvas.illinois.edu/courses/65440

Required and Recommended Course Readings

No textbook is required. All class materials and lectures will be available on canvas.illinois.edu

Course Requirements and Policies

- **Attendance (10%)**: Students will be expected to attend all class meetings. Attendance will be taken in class during the class period.
- **Participation (10%):** Students will be expected to contribute to all class discussions. Active participation includes completing required readings ahead of time, asking questions, contributing to large and small group discussions, etc.
- **Readings (20%):** Students will be expected to complete all readings before class. A minimum of three hundred words and 500 words maximum summary of one of the readings that a student selects will be submitted each week. Summaries should include a brief overview of the research paper including highlighting what stood out of the paper. In addition, students will be asked to develop two questions that they would like to ask the author as a way to promote critical thinking skills. These reading summaries apply to both graduate and undergraduate students.

- **Projects (60%): 460 points total for Undergraduates, 550 points for Graduates (described more below)**
    - Opinion Piece (OpEd) 120 points.
    - 5-8 Minutes Mini-Ted Talk 120 points.
    - Either a Press Release or a Graphical summary 120 points
    - **Graduate Students Only:** Summary of student's research 90 points

Projects

See rubrics below. Students will be expected to complete and turn in all projects associated with this class on their respective due dates before 11:59pm. Late projects will not be accepted. Unless otherwise stated, please use 12-point font, double spacing, one-inch margins, and APA, MLA, or Chicago formatting for citations and works-cited.

One publishable opinion piece (Op-Ed). Total points – 120.

- This is a written 600 minimum to 900 maximum words publishable article on a topic chosen by the student which contains all elements of an OpEd that include a lede, the thesis of the argument, data-evidence backed support for the arguments made, and concluding paragraph.

5-8 minutes Mini-TED Talk style of your research/science subject of your choice. Total Points – 120

- This is a spoken presentation (5-8 minutes) on a topic chosen by the student that has slides and will be delivered in class by the student.

Press release or Graphical summary of a manuscript of your choice – Total Points – 120

- This is a word document (press release) or a presentation (Graphical summary) on slides. The press release must contain all elements including the headline, lede, why the study is important, the background and results. For the graphical summary, the slides must also contain all the elements of a chosen manuscript including the title, background, methods used, results and the main takeaways from the study.

Graduate students only: summary of research proposal – Total Points 90

- This is a 1200 word minimum to 1500-word maximum word document summarizing students' proposal using language accessible to the public and policy makers. The summary should highlight the broader implications of their research and how their research contributes to the achievement of societally relevant outcomes.

Grading Breakdown

The table below explains point breakdown of course for **Undergraduate** students

	Point Total	**Percentage of Grade**
Attendance	60	10%
Participation	60	10%
Readings	120	20%
Projects (Deliverables such as OpEd, Ted Talk, Press release/graphical summary)	360	60%
Total	**600**	**100%**

The table below explains point breakdown of course for **Graduate** students	**Point Total**	**Percentage of Grade**
Attendance	60	8.7%
Participation	60	8.7%
Readings	120	17.4%
Projects (Deliverables such as OpEd, Ted Talk, Press release/graphical summary/one page summary of research)	450	65.2%
Total	**690**	**100%**

Final Letter Grades/ Grading Scale

Although the University of Illinois does not have a standard percentage associated with letter grades, in this course the following grading scheme will be used:

Numerical Grade	Letter Grade	Numerical Grade	Letter Grade
97-100	A+	77-79.99	C+
93-96.99	A	73-76.99	C
90-92.99	A-	70-72.99	C-
87-89.99	B+	67-69.99	D+
83-86.99	B	63-66.99	D
80-82.99	B-	60-62.99	D-
Below 60	F		

Project Rubrics

IB497: Individual Opinion/Op-Ed Piece Grading Rubric	
Submitted on Due Date	___/10 points
Opinion Piece	
• Lede/Idea	___/15 points
• Thesis	___/10 points
• Argument	
• Supporting Evidence	____/20 points
• Supporting Evidence	____/20 points
• Supporting Evidence	____/20 points
• To be sure	____/10 points
• Conclusion and Call to Action	____/10 points
Minimum of 500 words	___/5 points
TOTAL POINTS	___/120 points
GRADE:	
Additional Feedback:	

IB497: MINI TED TALK/PODCAST Grading Rubric	
• Engaging and creative beginning	___/20 points
• Content - Creative, original, well-developed ideas, and presented in an engaging style, using specific examples from research to make points clear. - Well focused presentation, informative. Talk stays within topic.	___/50 points
• Presentation -Clear presentation, volume, clarity, visuals, and eye contact with audience -Engaging and creative visuals/multimedia	___/40 points
• Length (Minimum 5-8 minutes)	___/10 points
TOTAL POINTS	___/120 points
GRADE:	
Additional Feedback:	

IB497: PRESS RELEASE Grading Rubric	
Submitted on Due Date	___/10 points
Press Release	
• The headline	___/15 points
• Lead/(Lede)	___/15 points
• Why is it important? Where published?	___/15 points
• Background (What did we know before this study?) Introduce researchers	____/20 points
• Methods	____/15 points
• Key findings	____/15 points
• What does it mean? What is next?	____/15 points
TOTAL POINTS	___/120 points
GRADE:	
Additional Feedback:	

IB497: GRAPHICAL SUMMARY OF A MANUSCRIPT Grading Rubric	
Submitted on Due Date	___/10 points
Graphical Summary of a Manuscript	
• Content - Accurate. - Main results and key take aways are effectively summarized. - Significant details of manuscript are included in the summary - Main ideas of manuscript are included in summary.	___/55 points
• Presentation -Visually appealing summary. - All main elements of the manuscript are visually well presented. -Creative design used including the use of fonts and colors. - Summary uses space effectively	___/45 points
• Presentation time (Minimum 3minutes)	___/10 points
TOTAL POINTS	___/120 points
GRADE:	
Additional Feedback:	

IB497: Summary of Research (For Graduate Students ONLY) Grading Rubric	
• Submitted on Due Date	___/10points
• Content - Main sections of a research proposal are presented. - Language used is accessible to the public. - Language used is accessible for policy makers	___/35 points
• Broader impact of research -Connections between research and its broader impacts are made. - Potential of research to advance science and solve societal challenges is well explained -Potential of research to broaden participation in science is explained	___/35 points
• Presentation time (Minimum 3minutes)	___/10 points
TOTAL POINTS	___/90 points
GRADE:	
Additional Feedback:	

Course Schedule

Date	Topic	Reading, Assignment, etc.
W. Jan 21	Meet and Greet /Course introduction	
M Jan 26	Why become a Science Communicator?	**Week 2 Readings** (PDF's will be downloaded and made available to class). 1. Baron, N. (2010). Stand up for science. Nature, 468: 1032-1033. https://www.nature.com/articles/4681032a 2. Pace, ML. et al. (2010). Communicating with the public: opportunities and rewards for individual ecologists. Frontiers in Ecology and the Environment, 8: 306-313. https://doi.org/10.1890/090168 3. Rose, KM., Markowitz EM., Brossard D. (2020). Scientists' incentives and attitudes toward public communication. PNAS - https://doi.org/10.1073/pnas.1916740117 4. Cacciatore, M. (2021). Misinformation and public opinion of science and health: Approaches, findings, and future directions. PNAS, 118: 1912437117. https://doi.org/10.1073/pnas.1912437117 5. Baram-Tsabari A., Lewenstein BV. (2017). Science communication training: What are we trying to teach? International Journal of Science Education, Part B,7:285-300. https://doi.org/10.1080/21548455.2017.1303756 6. Jensen P., et al. (2008). Scientists who engage with society perform better academically. Science and Public Policy, 35: 527-541. http://doi.org/10.3152/030234208x329130 7. Extra Reading: Krause NM ., et al. (2025). Our changing information ecosystem for science and why it matters for effective science communication. PNAS, 122:e2400928121. https://doi.org/10.1073/pnas.2400928121
W Jan 28	Many ways to communicate science- Guest lecture, Myeashea Alexander	
M Feb 2	Science Communication Basics	**Week 3 Readings** (PDF's will be downloaded and made available to class). 1. Hottecke, D., Allchin D. (2020). Reconceptualizing nature-of-science education in the age of social media. Science Education, 104(4): 641-666. https://doi.org/10.1002/sce.21575 2. Keohane, RO. et al. (2014). The ethics of scientific communication under uncertainty. Politics, Philosophy &Economics, 13: 343-368. https://doi.org/10.1177/1470594X14538570

W Feb 4	Do's and Don'ts of Science Communication	3. Crameri F., Shephard GE., Heron PJ. (2020). The misuse of colour in science communication. Nature Communications. 11:5444 https://doi.org/10.1038/s41467-020-19160-7 4. Iyengar S., Massey DS. (2018). Scientific communication in a post-truth society. PNAS, 116(16): 7656-7661. https://doi.org/10.1073/pnas.1805868115 5. Lewenstein BV. (2003). Models of public communication of science and technology. https://hdl.handle.net/1813/58743 6. Brown University (2014). Quick guide to science communication.
M Feb 9	What is the message?	**Week 4 Readings** (PDF's will be downloaded and made available to class). 1. Besley JC. (2015). What do scientists think about the public and does it matter to their online engagement? Science and Public Policy, 42: 201-214. https://doi.org/10.1093/scipol/scu042 2. COMPASS Science Communication, Inc. (2017) The message box workbook. https://www.compassscicomm.org/
W Feb 11	What is the message? Interactive class activities	
M Feb 16	The Art of Writing Opinion Pieces	**Week 5 Readings** (PDF's will be downloaded and made available to class). 1. Parks P., Takahashi B. (2016). From apes to whistleblowers: How scientists inform, defend, and excite in newspaper Op-Eds. Science Communication, 38(3): 275-302. https://doi.org/10.1177/1075547016642240 2. Sommer B., Maycroft JR. (2008). Influencing public policy: An analysis of published op-eds by academics. Politics & Policy, 36:586-613. https://doi.org/10.1111/j.1747-1346.2008.00122.x 3. Goh H-H., Bourne P. (2020) Ten rules for writing scientific op-ed articles. PLoS Computational Biology 16(9)e1008187. https://doi.org/10.1371/journal.pcbi.1008187 4. Coppock A., Ekins E., Kirby D. (2018). The long-lasting effects of newspaper op-eds on public opinion. Quarterly Journal of Political Science, 13(1): 59-87. http://dx.doi.org/10.1561/100.00016112
W Feb 18	Writing Long Essays Guest Lecture: Holly Kearl	

M Feb 23	Science as a Story /In class workshop activity	**Week 6 Readings** (PDF's will be downloaded and made available to class). 1. Dahlstrom MF (2014). Using narratives and storytelling to communicate science with nonexpert audiences. PNAS 11:13614-13620. https://doi.org/10.1073/pnas.1320645111 2. Kohler S. Dietrich TC. (2021). Potentials and limitations of educational videos on YouTube for Science Communication. Frontiers in Communication, 6: 581302 https://doi.org/10.3389/fcomm.2021.581302 3. Elshafie SJ (2018). Making science meaningful for broad audiences through stories. Integrative and Comparative Biology, 58(6):1213-1223. https://doi.org/10.1093/icb/icy103 4. Green SJ., Grorud-Colvert K., Mannix H. (2016). Uniting science and stories: Perspectives on the value of storytelling for communicating science. FACETS, 3:164-173. https://doi.org/10.1139/facets-2016-0079 5. Reagan AJ., et al (2016). The emotional arcs of stories are dominated by six shapes. EPJ Data Science. 5:31. https://doi.org/10.1140/epjds/s13688-016-0093-1 6. Montagnes DJS., et al (2022). Finding your scientific story by writing backwards. Mar Life Sci Technol 4:1-9. https://doi.org/10.1007/s42995-021-00120-z
W Feb 25	The art of creating science story. Guest lecture, Ralph Bouquet, PBS NOVA	
M Mar 2	Talking science to various audiences	**OP-ED Due March 6 th.** **Week 7 Readings** (PDF's will be downloaded and made available to class). 1. Davis JJ. (1995). The effects of message framing on response to environmental communications. Journalism & Mass Communication Quarterly, 72:285-299. https://doi.org/10.1177/107769909507200203 2. Huber B., Barnidge M., Gil de Zuniga H., Liu J. (2019). Fostering public trust in science: The role of social media. Public Understanding of Science, 28(7): 759-777. https://doi.org/10.1177/09636625198690 3. Kuehne LM., et al. (2Wednesday013). Practical science communication strategies for graduate students. Conservation Biology, 28: 1215-1235. https://doi.org/10.1111/cobi.12305 4. Liang X., et al. (2014). Building buzz: (Scientists) communicating science in new media environments.
W Mar 4	Communicating Science using social media/ Guest lecture Joanne Manaster **OP-ED DUE.**	

		Journalism & Mass Communication Quarterly, 91: 772-791. https://doi.org/10.1177/10776990145500 5. Bik HM., et al. (2013). An introduction to social media for scientists. PLOS Biology. 11: e1001535. https://doi.org/10.1371/journal.pbio.1001535 6. McCarthy E., et al., (2024). What are we talking about when we are talking about the audience? Exploring the concept of audience in science communication research and education. Sage Journals 34:4. https://doi.org/10.1177/09636625241280349
M Mar 9	Science and Policy nexus Dr. Kelvin Droegemeier	**Week 8 Readings** (PDF's will be downloaded and made available to class). 1. Evans MC and Cvitanovic C. (2018). An introduction to achieving policy impact for early career researchers. Palgrave Communications, 4:88. https://doi.org/10.1057/s41599-018-0144-2 2. Oliver K and Cairney P (2019). The dos and don'ts of influencing policy: a systematic review of advice to academics. Palgrave Communications, 5:21. https://doi.org/10.1057/s41599-019-0232-y 3. Scheufele DA. (2014). Science communication as political communication. PNAS. https://doi.org/10.1073/pnas.1317516111 4. Hetherington ED., Phillips AA. (2020). A scientists guide for engaging in policy in the United States. Frontiers in Marine Science, 7:409 https://doi.org/10.3389/fmars.2020.00409 5.
W Mar 11	Communicating with Politicians/Guest lecture Dr. Elizabeth Stulberg	
Mar 14-22 SPRING BREAK NO CLASS		
M Mar 23	Creating Mini-Ted Talks	**Week 10 Readings** (PDF's will be downloaded and made available to class). 1. Xia SA., Hafner CA. (2021). Engaging the online audience in the digital era: A multimodal analysis of engagement strategies in TED talk videos. IBERICA-Journal of the European Association of languages for specific purposes - https://doi.org/10.17398/2340-2784.42.33 2. Mackrill K., Silvester C., Pennebaker JW., Petrie KJ. (2021). What makes an idea worth spreading? Language markers of popularity in TED talks by academics and other speakers. Journal of the Association for information science and technology, 72:1028-1038. https://doi.org/10.1002/asi.24471
W Mar 25	Creating Mini-Ted Talks /In class working activity	
M	Infographics	

Mar 30	Guest Lecture: Dr. Chu	**Week 11 Readings** (PDF's will be downloaded and made available to class). 1. Spicer JO., Coleman CG. (2022). Creating effective infographics and visual abstracts to disseminate research and facilitate medical education on social media. Clinical Infectious Diseases, 74:e14-e22. https://doi.org/10.1093/cid/ciac058 2. Sutherland KE. (2020). Creating compelling images, graphics, memes, and infographics. Book Chapter. Strategic social media management, PP 325- 357. 3. Gottlieb MD., et al. (2022). Educator's blueprint: A how-to guide for creating a high-quality infographic. AEM Education and Training. https://doi.org/10.1002/aet2.10793
W Apr 1	Creating visual science stories. Merging art with science. Guest Lecture. **Mini-TED Talks Due APRIL 3** Guest Lecture - Julia Pollack, IGB	
M Apr 6	Communicating Science with the Media	**Week 12 Readings** (PDF's will be downloaded and made available to class). 1. Baron N. (2010). What you need to know about journalists. In: Escape from the Ivory Tower. A guide to making your science matter. Pp. 29-40 2. Baron N. (2010). Tell me a story: What journalists want from you. In: Escape from the Ivory Tower. A guide to making your science matter. Chapter 4: Pp. 41-61. PDF of book chapters will be provided on Canvas. 3. Stecula DA., Merkley E. (2019). Framing climate change: Economics, ideology, and uncertainty in American news media content from 1988 to 2014. Frontiers in Communication, 4:6: https://doi.org/10.3389/fcomm.2019.00006
W Apr 8	Guest Lecture – Marc Silver, NPR	
M Apr 13	Graphical Abstracts/Summaries	**Week 13 Readings** (PDF's will be downloaded and made available to class). 1. Jambor HK. And Bornhauser M. (2024). Ten simple rules for designing graphical abstracts. PLOS Computational Biology 20:e1011789. https://doi.org/10.1371/journal.pcbi.1011789 2. Krukowski RA and Goldstein CM. (2023). The potential for graphical abstracts to enhance science communication. Translational Behavioral Medicine. 13:891-895. https://doi.org/10.1093/tbm/ibad069 3. National Institutes of Health (2018). Crafting a science news release. https://www.nih.gov/about-nih/what-we-do/science-health-public-trust/perspectives/science-health-public-trust/crafting-science-news-release
W Apr 15	Press Releases. Guest Lecture - Diana Yates, UIUC	
M	Engaging Communities	**Week 14 Readings** (PDF's will be downloaded and made available to class).

Apr 20		1. Dudo A., Besley JC. (2016). Scientists' prioritization of communication objectives for public engagement. PLoS ONE, 11:1-18. https://doi:10.1371/journal.pone.0148867 2. Fiske ST., Dupree C (2014). Gaining trust as well as respect in communicating to motivated audiences about science topics. PNAS, 111: 13593-13597. https://doi.org/10.1073/pnas.1317505111 3. Varner J. (2014). Scientific outreach: Toward effective public engagement with biological science. Bioscience, 64(4):333-340. https://doi.org/10.1093/biosci/biu021
W Apr 22	Communicating with K12 Audiences/Outreach Guest Lecture - Sarah Choi, IGB	
M Apr 27	Podcasts /Guest Lecture	**Week 15 Readings** (PDF's will be downloaded and made available to class). 1. McGarr O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. Australian Journal of Educational Technology, 25(3): 309-321. https://doi.org/10.14742/ajet.1136 2. Aenlle J., et al. (2022). Podcasts in production: An examination of current and best practices for agricultural and natural resource podcast producers. Journal of Applied Communications, 106: Iss. 4. https://doi.org/10.4148/1051-0834.2461 3. Quintana DS., Heathers JAJ. (2020). How podcasts can benefit scientific communities. Trends in Cognitive Sciences, 25:3-5. https://doi.org/10.1016/j.tics.2020.10.003 4. MacKenzie LE. (2019). Science podcasts: analysis of global production and output from 2004 to 2018. Royal Society Open Science, 6: 180932. https://doi.org/10.1098/rsos.180932
W Apr 29	Science Communication Careers. (Panel featuring Former Science Communication Class Students	
M May 4	Press-Release/Graphical Summary Due	**Press-Release/Graphical Summary Due May 4**
W May 6	Last day of class/wrap up	**Graduate Students Only: Summary of Research Due**

Additional Course and Campus Policies

Class Attendance & Participation

The Student Code states "Regular class attendance is expected of all students at the university." Active participation is vital to your success in this course. Depending on the day, you may be asked to engage in discussions and other interactive learning environments that invite your active participation and involvement with other students and your instructor. Attendance is mandatory for all Lectures and Discussions.

If you will miss Lecture/Discussion for any reason and need to make up points, please see the Late Work Section for further details on Make-up Work.

Absence and Late Assignment Policy

Your attendance at all scheduled classes is required and essential for success in the course. However, circumstances occasionally occur where you may need to miss a class. It is realized that you have a life beyond the scope of this course. However, if you are unable to complete an assignment/attend class because of other obligations, you should notify me ahead of time. It is good practice to prepare/post any assignments early before a planned absence. **Unexcused late work will receive a 10% per day penalty**. You have control over your schedule and one of the important skills you need to develop is how to organize and manage your time. If you find yourself in extreme circumstances, please contact Dr. Ngumbi to make appropriate arrangements.

Students should generally adhere to the guidelines specified in the UIUC Student Code (http://studentcode.illinois.edu/article1_part5_1-501.html). If you have any questions regarding these policies, please review the Office of the Dean of Students webpage About Absence Letters. This page describes how absence letters should be requested.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at https://dres.illinois.edu/. Here is the link for information to apply for services at DRES, https://dres.illinois.edu/information-before-you-apply/application-process/ .

Academic Integrity

The University of Illinois Urbana-Champaign *Student Code* should also be considered as a part of the syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: http://studentcode.illinois.edu/.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: https://studentcode.illinois.edu/article1/part4/1-401/. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See http://registrar.illinois.edu/ferpa for more information on FERPA.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
- If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or http://odos.illinois.edu/community-of-care/referral/). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance

(examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (https://conflictresolution.illinois.edu; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: https://police.illinois.edu/em/run-hide-fight/. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the Request for Accommodation for Religious Observances form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Veterans and Military Students

As a military-friendly institution, and per federal regulations and Illinois statutes, the University of Illinois Urbana-Champaign has established policies and procedures to accommodate military-connected students. In addition to the support available at the Chez Veterans Center (https://chezveteranscenter.ahs.illinois.edu/), members of the National Guard or Reserves and active-duty military personnel with military obligations (e.g., deployments, training, drills) are encouraged to communicate these, in advance whenever possible, to the instructor. The policy for Excused Absences and Departure from the University for U.S. Military or other U.S. National Defense Services can be found at https://studentcode.illinois.edu/article3/part3/3-313.

Chat GPT or other A.I. text generators Policy

Overall, the use of generative A.I. such as ChatGPT is discouraged. However, if you have to use it, please include a paragraph that states why you are using it and how you used it. A.I. generated text found on assignments and semester projects, which is not disclosed. will be treated as cheating and/or academic dishonesty.