

MCB2006 Microbes without Borders

Fall 2020

Primary General Education Designation: Biological Sciences (B)

Secondary General Education Designation: International (N)

Class #	Meeting Info
22835	F Period 5 - 7 (11:45 AM - 2:45 PM), synchronous online (100%)
23026	Online (100%) - UFO students, asynchronous
26956	Online (100%) - campus students, asynchronous

Course Information

Instructor:

Monika Oli, PhD, MSE

<http://microcell.ufl.edu/people/faculty-directory/oli/>

Senior Lecturer and Undergraduate Coordinator

Department of Microbiology and Cell Science, room 1049

moli@ufl.edu; 352-3928434

Office Hours: Monday 10am - 12pm and by appointment (in person, phone or via zoom)

Course Communications: Please email me at moli@ufl.edu - **emails through Canvas will not be answered!**

If you encounter any computer problems or for resolving technical issues, [visit the helpdesk website](#) or call 352-392-4357.

Teaching assistant: – TBD

Course Information:

3CR (A minimum grade of C is required for general education credit)

Delivery: online

Location: online or via zoom for section 22835

Prerequisites: no prerequisites are required, open to all majors across campus, course is also a part of the UF International scholars' program

<https://www.ufic.ufl.edu/UAP/InternationalScholarsProgram.html>

Course Description:

The overarching goal of this course is to explore student's concepts about and attitude towards "germs" and microbes at large with the goal to reshape the negative attitudes and have a positive attitude about microbiology prevail. Readings and activities should provide a mind opening, global journey to appreciate the amazingness, creativity and importance of microbes for everyone, for our communities and for our whole planet.

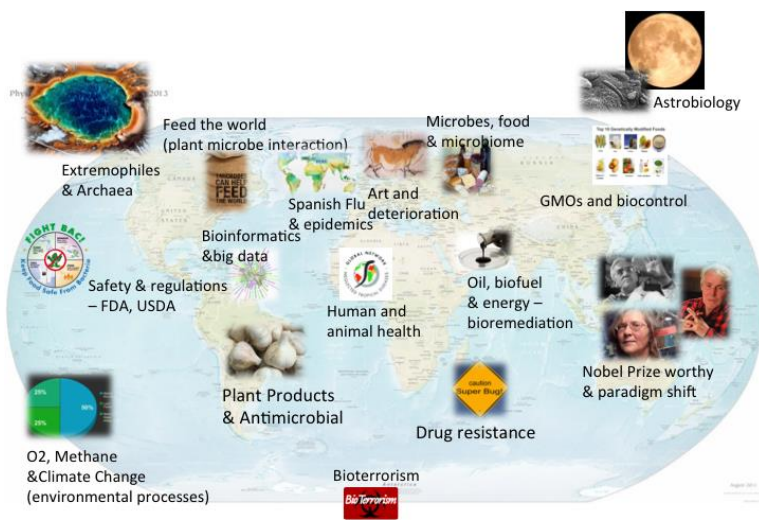
Microbiology relates issues are at the heart of today's pressing questions. Current global microbial challenges include antibiotic resistant pathogens, GMOs in food and agriculture; we cover the arms race between host and pathogens and the questions surrounding vaccines. On the bright side we cover global microbial advances and explore what we can do to harvest the benefits of microbes as it pertains to our own health by exploring the gut-brain axis, how microbes are used to produce fermented food and beverages in every culture and how we exploit microbes for biotechnology applications including renewable bioenergy. This course will demonstrate the multidisciplinary nature of the field of microbiology, touching on a variety of other subject areas and disciplines.

What can we do about the global microbial challenges we are facing on a global perspective including antibiotic resistant pathogens, the pros and cons of GMO plants in agriculture across the world or the resurgence of vaccine preventable diseases? However, on the other side we also explore what we can do to harvest the benefits of microbes as it pertains to our own health through a beneficial gut microbiome, how microbes are used to produce fermented food and beverages in every culture and how we exploit microbes for biotechnology applications.

The overarching goal of this course is to explore student's concepts about and attitude towards "germs" and microbes at large with the goal to reshape the negative attitudes and have a positive attitude about microbiology prevail. Readings and activities should provide a mind opening, global journey to appreciate the amazingness, creativity and importance of microbes for each individual, for our communities and for our whole planet.

This course will make students aware of the global importance of the diversity of microbes and the significance in our everyday lives and for the environment. Different microbes are explored in readings, audiovisual materials and hands on explorations. Topics include viruses, bacteria, parasites and fungi, microbes and art, bioterrorism, GMOs and biotechnology, food production and the role of microbes in global agriculture. Issues like disease spread and prevention, vaccines and drug resistance will be examined. Students will participate in a global challenge project in a country of their choice to educate local people about global microbial challenges that are currently facing humanity.

Topics of the course include but are not limited to:



Required Text: A shorter version of Alcamo’s *Microbes and Society* (5th edition, 2019) by Pommerville and Weeks (Jones & Bartlett Learning). The textbook is available as cheaper e-Book and students will purchase Access Codes (necessary for redemption of eBook) for the book directly through www.jblearning.com (this is the cheapest option): Website: www.jblearning.com. ISBN-13: 978-1284172102. Detailed reading materials are assigned week by week.

Coursework & Schedule

Graded activities

The table below shows the activity types contained within this course and the assigned points to determine the final course grade.

Evaluation method	Number	Points each	Total points	Actual %
Attendance	Mandatory, 2 unexcused absences allowed			5
ePortfolio with reflection	1	50	50	5
Activities - Assessments	5/8	40	200	20
Travel Plan and Map - “Traveling Microbiologist”	1	50	50	5
Participation in Discussions	5/8	15	150	15

Power words in the news	10	5	50	5
Module quizzes	10	10	100	10
Global microbial challenge	4 submissions	50/50/50/100	250	25
Cumulative final	1	100	100	10
			1000	100

There will be weekly quizzes that cover the readings, vocabulary and other posted materials, you have to take each quiz, but have 2 attempts for each. **You have to complete a total of 5/8 discussions (with replies) and 5/8 activities, which amounts to ~3 deadlines per week.** Your WIX ePortfolio and travel plan will be submitted and graded separately. You are responsible to maintain and upkeep the work independently throughout the semester. The challenge project will consist of several separate submissions and feedback throughout the time of the project. The cumulative final will cover the textbook material and vocabulary.

Brief Explanation of the student learning assessment modalities:

Attendance

Physical attendance is required from the campus students only. For online students, the participation in discussions and interaction with other students will count as attendance. Class participation is a measure determined by your canvas activity.

ePortfolio with reflection

You will first need to create an account on the [Wix website](#). To get started, please use the Portfolio and CV Builder templates found [here](#). From here you may edit your profile and account settings. You can use another website builder if you'd like.

Creating Your Portfolio. For each assignment, you will add content documents or subsection to your page. Please make it clear what the document is and post a direct link to it when submitting your assignment. Please use the following naming convention for each new document: Name of Module, Assignment and Last Name.

Be creative!! This portfolio is a showcase of your talents and personality. Additionally, with the website builder, adding content is very effortless. Plus you have a record of your hard work! Add to it as you go along and as you accumulate experiences and education. This may come in really handy a few years from now! See an example Wix portfolio specific to the Microbes without Border course <http://sarahvitoe23.wix.com/mcb4934portfolio>

Activities – Assessments

Activities are aligned with the weekly topics and are usually hands on activities or simulations. There is a great variety of activities from scavenger hunt, to making a “monsters inside me” video. You have several choices of activities and have to complete 5 of the activities the whole semester.

Travel Plan and Map - “Traveling Microbiologist”

One of the global aspects of the course is to develop a travel plan as “traveling microbiologist” you will explore specific microbial destinations, depending on the country of your choice. You will explore the culture, UNESCO sites and other relevant parameters in order to be safe when you go on your virtual journey.

Participation in Discussions

Discussions are either Critical Thinking Questions or are built upon an article or case study. Some weeks you will be required to answer a critical thinking prompt. The critical thinking questions are designed to make students analyze and interpret global and intercultural ethical issues. Pick a stance and write a 2- 3 paragraph original post response to the prompt provided each week using evidence, reason, and logic to support your opinion. Other weeks you will get an article or a case study as prompt. This should provide you a context and background upon which you will build your argument, pro, con or in alignment with a specific interest group. Understand the background of the topic by reading the provided material and write a 2- 3 paragraph original post response to the prompt provided each week using evidence, reason, and logic to support your opinion. Reply/Discussion: After responding to your original post prompt you will then need to reply to at least two students' original posts. We want you to find an opposing viewpoint. These replies do not need to be as structured but should contain well thought out responses with supporting information. Replies need to include a global perspective as appropriate. Replies should be a maximum of 1 paragraph long.

Power words in the news

As you are embarking on the exploration of a new subject, "Microbiology". It's really like exploring a new language or a new culture. When you listen to people in the lab, or go to a scientific presentation it sounds like they are speaking a different language using many terms you are not familiar with. In order for you to express your newly learned skills and share your understanding of various topics, we need to make sure you are going to use the correct vocabulary to express your newly learned skills and knowledge. In this course, you will be required to know and understand key terms and words known as "Power Words" within each module.

This weekly assignment will have you chose any one of the vocabulary terms from each week and find a current news or scientific article that covers that terminology. The article cannot be older than 6 months. Please also determine if the same issue exists on a global scale!

In 2-3 paragraphs, summarize and critique the article and "share" the URL to the story in the discussion box. Make sure you understand and explain the quality of the article of your choice (peer reviewed or non-peer reviewed; opinion or fact, blog or scientific reference.....). Add one sentence of a global perspective on the topic.

In another paragraph try to question or challenge the article or alternatively describe why you found this article so interesting and point out something you did not know before you read the article.

You can use any source, news paper, scientific articles, government websites, FB, blogs, documentaries, etc. but make sure you state the source AND understand if it is peer-reviewed (ie., examined by experts before it was published) or not.

Module quizzes – chapter assessments

You must read each assigned chapter in order to do well on the quizzes. The cumulative exam will cover all the chapters in the book as noted in the different modules. I am sure you will enjoy the easy read! Quizzes cover the book chapter materials and will be open notes.

Chapter assessments contain a few questions that pertain to the interviews that are part of each module. We interviewed our faculty and other experts in the diverse fields to give you a personal perspective of what it is like to be a microbiologist.

Global microbial challenge

Finding solutions to a real world challenge can be a daunting task but also rewarding as you are using the material you learned in this and other classes and apply your knowledge to make a difference in the world. There are several steps to the challenge project to make sure you are not overwhelmed.

First of all you and your team members decide on a current global issue that pertains to microbiology. Make sure you chose a topic that interests you and submit it.

We will have a theme the class decides on and more information is provided throughout the semester. The last month of the semester will be spent on working on the challenge project.

Cumulative final

You will have a multiple choice cumulative final (open notes) and a written reflection what you have learned that will be part of your ePortfolio.

Teaching Philosophy: The overarching goal for my teaching program is to provide a holistic learning experience that fosters students’ global awareness and critical-thinking skills, enhances their personal and professional development, and prepare them for the real world. Specifically, the goals for my students in this class are to:

- Be inspired to understand the global importance of microbiology
- Develop creative and critical habits of the mind
- Expand students’ comfort zone and global and international awareness
- Empower students to make informed decisions based on scientific evidence

Instructional Methods: This course is a creative discourse into the world of microbiology. The fundamental knowledge and definitions will be acquired by textbook and other readings. Each week will have an exploratory component where students will have to explore a given topic, go on a field trip or create something. Weekly discussions will explore global controversial topics, stimulate teamwork and also critical thinking. Students have to assume an assigned stakeholder role and defend their position. A 4-week block at the end of the course is dedicated to the “Global microbiological challenge project” that will stimulate critical thinking and global vision.

Weekly Course Schedule

Discussion topics and weekly activities will be modified according to student interest.

Week	Module	Topic	Activity	Reading	Discussion topics	Assignment/Due date*
1	Intro	Introduction, syllabus, Introduce global microbial challenge	N/A	Ch 1-2	Introductions	Module quiz and Power words in the news
2	1	How we see and examine Microbes	Microscopy practice – Life in a drop of water (microbiology lab)	Ch 1-4	Microbes Across Campus (ubiquitous aspect of microbes)	Module quiz and Power words in the news
3	2	Viruses and Prokaryotes	Kitchen Lab	Ch 5-6	To Vaccinate or not to Vaccinate – a global perspective	Module quiz and Power words in the news
4	3	Protists and Fungi	Fungi scavenger hunt – around lake Alice	Ch 7-8	The post antibiotic era – an international threat – Guest Dr. D. Czyz	Module quiz and Power words in the news

5	4	Extremophiles and Metabolism	Extreme living – work on travel map	Ch 9-10, 16	Tardigrades on the moon	Module quiz and Power words in the news
6	5	Art and Biodegradation	Field trip to examine microbial degradation at the Harn Museum	Ch 11	International Art Preservation Efforts – field trip to Harn Museum representative	Module quiz and Power words in the news & Travel map “Traveling Microbiologist”
7	6	Bioterrorism and Biotechnology	GMO interviews and survey	Ch 14-15	GMO Crops and use of Roundup laws: EU vs USA	Module quiz and Power words in the news
8	7	Diseases and Epidemics	Gideon game	Ch 17, 18,	The Smallpox Debate – global eradication?	Module quiz and Power words in the news
9	8	Food and Microbes	Make fermented food in class	Ch 12-13	Dirt is good for you – Food safety and fermentation recipes from abroad	Module quiz and Power words in the news
10-15	Project	Global Microbial Challenge	<ul style="list-style-type: none"> - Form team - Explore your country of choice (gapminder.com) - Explore local and regional fermented foods - Communicate with a local from that country (resident in the USA or abroad) - Submit draft of your work – peer feedback - Complete your project and actually execute/implement project 			Weekly deadline for project parts
16		Final Exam				

*All assignments are due Sunday evening at midnight

Grading

Statement on Attendance and Participation

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>.

Attendance: is mandatory and will be taken each week in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade monthly through canvas, and schedule a conference if you are earning below 70% of the possible points.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation. Provide DRC accommodations within the first week of class.

Participation Grading Rubric:

	<i>High Quality</i>	<i>Average</i>	<i>Needs Improvement</i>
Informed: Shows evidence of having done the assigned work.	Student is versed in communicating the ideas of the assigned reading material and uses other sources of information	Student can communicate the ideas of the assigned reading material	Student is weak in communicating the ideas of the assigned reading material
Thoughtful: Shows evidence of having understood and considered issues raised.	Student integrates the technical knowledge with social components and considers socioeconomic factors	Student has a one sided view of the topic and bases his/her arguments on limited resources	Student is unable to compose opposing arguments to his/her own viewpoint
Considerate: Takes the perspective others into account.	Student can accept a variety of standpoints and can verbalize pro and con arguments for each topic	Student provides one sided arguments based on his/her knowledge and opinion	Student is unable to consider other points of views

Letter grades for the course will be based on the following grading scale:

Information on current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. A minimum grade of C is required for general education credit.

Letter Grade	Percentage	Grade Point
A	92–100%	4
A-	90–91.9%	3.67
B+	87–89.9%	3.33
B	82–86.9%	3
B-	80-81.9%	2.67
C+	77–79.9%	2.33
C	72–76.9%	2

C-	70-71.9%	1.67
D+	67-69.9%	1.33
D	62-66.9%	1
D-	60-601.9%	0.67
E,I,F	<60%	0

Gen Ed Primary Subject Area Objectives

Biological Sciences (B) Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Gen Ed Secondary Subject Area Objectives

International (N) – this designation is always in conjunction with another program area: International courses promote the development of students’ global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.

These general education objectives will be accomplished through:

1. Introducing students to the basic concepts of microbiology, some historic milestones and specific terminology.
 2. Exposing students to global concepts linking microbiology to oneself and society, and resulting assessment how to make connections to the global environment.
 3. Evaluating and critiquing personal beliefs and behaviors as it pertains to current challenges in microbiology and environmental implications,
 4. discuss and critique of how potential scientific and societal solutions for improving microbiology issues and applications and applying it international health issues and nutrition.
 5. Enhancing critical communication skills through a combination of field trips and presenting student project results via multiple modalities, including written reports, poster presentations, student-led activities
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General Education Objectives & SLOs

The general education performance indicators are actions the student should be able to perform as a result of completing general education courses at the University of Florida. By focusing on specific expectations of the general education program, the performance indicators facilitate assessment procedures of general education courses and the general education program.

General Education Objectives Biological Sciences (for B designation)

	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students identify, describe, and explain historical and current explorations in microbiology with attention to personal and global aspects. Know and distinguish different phyla of microbes and know how to recognize them and what they are used for. Student competencies will be assessed through class participation, weekly quizzes, microbes in the news and final exam.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will analyze, evaluate and critique popular beliefs and attitudes toward a variety of different microbiology related topics, that includes but is not limited to vaccines, GMOs, fermented foods and antimicrobial resistance. They will assume stakeholder roles to analyze and verbalize different point of views. Student competencies will be assessed through class participation, discussions, field trips and activities and a Final Exam

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will research and develop knowledge to comprehend microbial and functional foods to encompass the importance and microbial methods for fermented foods in various countries abroad. They will be able to describe the medicinal and socioeconomic importance of the

process. Student competencies will be assessed through discussions, microbial challenge project and final project presentation

To provide more details how this course will meet the SLOs and Gen Ed requirements, see below

	Biological Sciences SLOs → <i>Students will be able to...</i>	This Course's SLOs → <i>Students will be able to...</i>	Assessment <i>Student competencies will be assessed through...</i>
Content	Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems.	Identify, describe, and explain historical and current explorations in microbiology with attention to personal and global aspects. Know and distinguish different phyla of microbes and know how to recognize them and what they are used for.	Class participation, weekly quizzes, microbes in the news and final exam.
Critical Thinking	Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes.	Analyze, evaluate and critique popular beliefs and attitudes toward a variety of different microbiology related topics, that includes but is not limited to vaccines, GMOs, fermented foods and antimicrobial resistance. Assume stakeholder roles to analyze and verbalize different point of views.	Class participation, Discussions, Field trips and activities, Final Exam
Communication	Communicate scientific knowledge, thoughts, and reasoning clearly and effectively.	Research and develop the importance and microbial methods for fermented foods in various countries abroad. Describe the medicinal and socioeconomic importance of the process.	Discussion, Microbial challenge project and final project presentation
Connection	N/A	Connect course content to personal experience and beliefs and reflect on changes of understanding as it pertains to microbes in your life, integrate scientific background and attitude before and after the course and evaluate how this affects your academic journey.	Discussions and Reflection in ePortfolio, Travel Map

This Course’s Objectives and Student Learning Outcomes (SLOs)—Gen Ed Secondary Area (for N co-designation)

International Objectives (for N co-designation)

International Objectives →	This Course’s Objectives→ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
International courses promote the development of students’ global and intercultural awareness.	Expose students to global concepts of microbiology linking one’s self to society, agriculture, and the environment.	Assigned textbook readings, discussions
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	Evaluating and critiquing personal beliefs and behaviors, current challenges and misconceptions as it pertains to microbiology; develop and understand potential scientific and cultural solutions for improving our interactions with microbes on a personal and global scale	Class participation, Discussions, Field trips and activities
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.	Explore and analyze other cultures, customs and beliefs as it pertains to practices pertaining to current and pressing topics in microbiology.	Discussions, travel map, challenge project
International courses promote the development of students’ global and intercultural awareness.	Enhancing critical communication skills by presenting project results via multiple modalities, including travel map, interaction with people from other cultures during the challenge project final project presentations	Discussions, research for and presentation of project, Travel map project

International Student Learning Outcomes (for N co-designation)

	<i>International SLOs → Students will be able to...</i>	<i>Course SLOs → Students will be able to...</i>	<i>Assessment Student competencies will be assessed through...</i>
<i>Content</i>	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Explain fundamental concepts relating to the scientific method and experimentation in microbiology; Define and correctly use terminology and concepts as it pertains to global issues in microbiology	Multiple choice chapter tests and short answer quizzes (fact checks), discussion and review of primary literature during discussions; students will use gained content knowledge to apply to solve the global microbial challenge project
<i>Critical Thinking</i>	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of	Analyze and interpret the intersection of society’s perception of microbiology as it pertains to food, health and disease and the	Field trips and in class experiential activities, development and execution of the global microbial challenge project.

	an increasingly connected contemporary world.	environment; Synthesize book chapters and activities to develop a proposal for proposing and solving the global microbial challenge project	
Communication	Communicate scientific knowledge, thoughts, and reasoning clearly and effectively.	Research and develop the importance and microbial methods for fermented foods in various countries abroad. Describe the medicinal and socioeconomic importance of the process.	The Microbial challenge project has a global aspect to it where students have to research a specific country, culture and aspect of microbiology. They summarize their findings and explorations in the final project presentation

VI. UF Policies

For online course with recorded materials a statement informing students of privacy related issue

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.

Students Requiring Accommodation

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

UF Evaluations Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center, University Police

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

University Police Department: 392-1111 or 9-1-1 for emergencies.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> (Links to an external site.) or in 2215 Turlington Hall for one-on-one consultations and workshops.