

## **Journalism, Justice and Civic Change (IDS 2935)**

**Class Meeting: T Periods 5-6; R Period 6**

**Instructor: Dr. Kim Walsh-Childers**

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**Office Hours: Thursday mornings 8-11 (Weimer Hall) & by appointment**

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**117 Shepard Broad Building (Monday/Wednesday)**

### **About This Course:**

#### **What you will learn in this class**

This course meets the requirements for a Social and Behavioral Sciences General Education Course. As such, the course is designed to fulfill the following objectives:

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.
- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.
- Communicate knowledge, thoughts and reasoning clearly and effectively.

Specifically, students in this course will learn to identify and analyze how media content reflects, supports and sometimes curbs societal power structures in ways that influence civic life, particularly at the state and local levels. Students will be exposed to relevant mass communication theories such as agenda-setting and framing. They will discuss how changes in the media, financial and social environments have changed the traditional business model under which news organizations operated and how these shifts have affected news content and journalists' practices. They will learn to analyze news outlets and news content to determine the trustworthiness of this content and how such content might influence individual and societal decisions. Students will engage in analytical writing in ways that help them understand news media presentation of important social issues, particularly those relevant to state and local government, within their historical contexts. In addition, the instructor's evaluations of student writing will improve their ability to communicate their knowledge, thoughts and reasoning clearly and effectively.

#### **Learning Objectives**

Because this is a Quest 2 course, this course goes beyond introducing students to the principles and concepts of journalism. Rather it invites students "to encounter important

real-world issues” – including the changing role of news in society and the impact of state and local government on citizens’ lives – in ways that are intended to help students become more effective civic agents. The goal of this course is to help you learn to identify, evaluate and use news content to understand and, when necessary, to take action to influence state and local government policies and practices.

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

*Content: Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences incorporated into the course.*

- (SLO 1) Describe the journalistic process, the impacts of journalism in a democratic society and the relationship between journalists and the public they serve;
- (SLO 2) Explain the causes and impacts of societal changes in consumption of local and state-focused news sources; describe how these changes affect state and local governance.

*Critical thinking: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.*

- (SLO 3) Develop and demonstrate the critical thinking skills necessary to identify credible information sources and evaluate their reliability;
- (SLO 4) Explain how the inability to distinguish between trustworthy and non-trustworthy news sources affects citizens’ ability to hold government officials accountable;
- (SLO 5) Articulate the effect of algorithms on their information consumption, including the impact algorithms and consumers’ behavior have on the spread of disinformation/misinformation;

*Communication: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.*

- (SLO 6) Explain how news coverage influences state and local government policies and identify the ways citizens can use trustworthy news sources to inform their civic participation.

### **Quest Learning Experiences**

This course offers numerous opportunities for experiential learning, both within and outside the classroom. In class, nearly every week will offer students the opportunity to hear

from – and to question – at least one of the journalists responsible for producing the story/stories the students have read for that week. This gives students who otherwise might never have interacted with journalists the chance to learn how their stories are produced, what challenges they face, how they find and verify the information they use, how they attempt to build audience trust in their content and how the government policies and practices they've written about affect citizens' lives.

Outside of class, the Ideal News Source assignment challenges students to imagine and plan a news source that would provide the kind of local- or state-focused information they believe citizens need. The requirement to create a budget for this source and to describe how they believe the organization could generate the revenue it would need helps students understand the difficulties news organizations face in remaining financially viable. In addition, the assignment helps students to consider how news organization practices related to verification, transparency and fairness in coverage can build – or damage – public trust.

Finally, the Story Impact Project requires students to go beyond reading a news story about local or state government policies and practices to discover how the initial news coverage led to civic change and which individuals, groups or circumstances presented barriers to change. Students build their understanding of the interplay between news coverage and civic change through their own follow-up research and through interviews, whenever possible, with journalists, social activists, government officials and/or affected citizens.

### **Class Policies**

**Classroom atmosphere:** Each of you plays an important role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please do make comments and ask questions! This course lends itself to sharing your experiences with journalism and media, and your input will significantly enrich our conversation. Please also be appreciative of the contributions of others, including any guest speakers, and help create a class environment that is respectful. This does not mean you should never disagree, but you should always do so courteously.

People of all backgrounds have important contributions to make to this class, and we expect all of you to respect that. If, at any point, you believe someone in the class – including me – has expressed ideas in inappropriate ways, please let me know. My goal is to make certain everyone feels comfortable participating in and listening to class discussions and that these discussions support a range of perspectives, experiences and identities. In a democratic society, it is essential for citizens to develop the ability to hear and think about others' perspectives and to consider how and why others' experiences and circumstances may lead to differences from our own beliefs and priorities, especially on contentious societal issues.

If experiences outside this class are interfering with your performance in the class, please let me know; I'd like to help connect you with appropriate resources for dealing with any such issues.

**Cell phone use in class:** As a matter of courtesy to your fellow class members, please turn off or silence all cell phones before class starts. Please **do not** text message during class or attempt to work on assignments for other classes.

**Laptop/tablet use in class:** We'll have a discussion about this the first week of class, but one of the apparent side effects of the COVID-19 pandemic has been a decline in students' ability to focus on one thing at a time – including class lectures and discussions and guest speakers. There is excellent scientific evidence that [having your laptop open in class interferes with your learning and lowers your final grade](#). All of your writing assignments should demonstrate that you have done the required class preparation, whether it's reading, listening to a podcast or watching a mini-documentary, **and** that you've paid attention to class discussions. You can't pay attention in class if you're working on assignments, trying to get caught up with (or get ahead with) class materials, checking your social media accounts, messaging friends, playing games, etc. Many of you believe you're good at multi-tasking. You aren't because no one is.

**Attendance:** Your attendance and participation are important to making this class a success. I expect that you will attend every class unless an emergency prevents you from doing so. If you find that you do have to miss a class due to an emergency, let me know immediately. Excessive absences, late arrival or early departure will affect your final class participation score – you can't participate if you aren't here. This course follows the university's attendance policy, which is available [here](#).

**Missing Deadlines or Assignments:** If you believe you have an exceptional reason for missing a deadline for an assignment, please discuss it with me *immediately* and *in advance*, if at all possible. Please note that poor planning, including underestimating how long it will take to do the research and analysis you need to do for your final paper, does not constitute an acceptable reason for missing a deadline. Fairness, both to me and to your classmates, requires that you meet all deadlines. All assignments are due at the times specified in Canvas. Failure to turn in your assignments by the deadline (without prior approval) will result in a late penalty, at a minimum.

**Accommodations for Special Needs:** If you have a legitimate, documented special needs situation, I will be more than happy to work with you to find accommodations. University policy requires students requesting classroom accommodation to register with the [Disability Resource Center](#). The DRC will provide appropriate documentation to you, and you should provide this documentation to me at the beginning of the semester. Please do so, even if you do not believe you will need the accommodations. It is your responsibility to initiate this conversation early in the semester.

### **Required Readings**

There is no textbook for this course. However, there is quite a lot of reading. If you hate reading, this is not the class for you. The reading materials, podcasts, etc., will all be available in each week's Canvas module, either as hyperlinks or as PDFs for paywalled content. You are

expected to read these articles and to listen to or watch the podcasts or documentaries listed on the syllabus ***before*** the class for which they're assigned; if you haven't done the readings, you will not be able to participate effectively in class discussions. Most weeks, we'll begin Tuesday classes with a short quiz over the readings for that week. Each student also will be assigned to be a "discussion leader" for at least two weeks (which you'll be able to choose).

### **Plagiarism and Academic Honesty**

Many students in this class may have no intention of becoming communications professionals. Nonetheless, every student at the University of Florida is bound by the Honor Code, which demands that students do their own work without unauthorized assistance. In short, it is your responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit every time you draw on someone else's writing.

- Do not use generative AI to write your papers. While no reliable test for content created with generative AI currently exists, I have been teaching writing and evaluating student writing for more than 30 years. If I suspect that you have used ChatGPT or any other generative AI program to complete an assignment, I will require you to produce evidence that the writing is your own. Assignments may be modified, as necessary, to include requirements for such evidence.
- Do not rely on what you think you've learned before about plagiarism. I strongly recommend that everyone complete the **free** Poynter NewsU course called [Avoiding Plagiarism and Fabrication](#).
- Prof. Mindy McAdams also has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>
- If you have questions, ask me! No one else will be able to tell you what I consider acceptable or unacceptable. There is no penalty for asking questions, but the penalties for plagiarism are severe, including potentially failing the course and being referred to the Office of Student Conduct & Conflict Resolution.
- Treat Internet sources like any other book, journal article or other print source. Make certain you copy down correct reference information when you copy material from a website, even if you're paraphrasing. You will need to include references for the sources for your final project paper, and it's possible you may want to cite other sources in weekly reflection posts. In most cases, you'll be able to include hyperlinks rather than citations, but for any personal communication (e.g. emails or interviews), you will need to include a reference that includes contact information.
- Do not turn in for this class any work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution.

Please see the UF Office of Student Conduct & Conflict Resolution website for definitions of [academic dishonesty](#). The types of violations most likely to be potential problems for students in this class include plagiarism, misrepresentation and fabrication. It is your responsibility to understand what kinds of actions are prohibited. If a situation ever arises in which you think

something you're contemplating *might* constitute one of these types of academic dishonesty, ask before you do it. Apologies after the fact will never resolve the problem for anyone. I consider it part of my duty as a professor and journalism educator to report academic dishonesty to the UF Office of Student Conduct & Conflict Resolution.

### **Writing style**

For many of these assignments, including the news diet assessment, the Ideal News Source project, and your Ideal News Source reflection, you will not be required to follow any specific formal writing style. I'm far more interested in your ability to demonstrate critical thinking abilities and to communicate clearly. However, for the Story Impact Paper, including both the proposal and the final paper, please use APA style for references.

**Note:** In the Campus Resources section near the end of the syllabus, you'll find links to the University Writing Center, which offers numerous options for improving your writing. In addition, please feel free to set up individual meetings with me about any writing questions you may have or to ask writing-related questions before, during or after class. I've been teaching students how to improve their writing for more than 35 years, and I'm happy to help you, too.

### **Online Course Evaluation**

Near the end of the semester, you'll have the opportunity to evaluate the course and instructor. Please take the time to complete these evaluations; I will ensure that you have time in class to do so. Although I welcome feedback from students at any point in the semester, these confidential assessments provide the best mechanism for you – as citizens of the university – to improve the learning experience for future students. I would ask you to be honest in your assessments of the course material and of me; in particular, it's helpful to offer specific comments on what worked for you and what didn't. I would also ask that you consider your own role in your learning outcomes. Students who put little effort into a course and who choose not to engage with class discussions and course materials cannot realistically expect the most positive outcomes.

### **Assignments**

#### **Weekly quizzes (20 points per quiz, 200 points total)**

Success on the quizzes will require you to have read/listened to/watched the assigned materials for that week's module. You're not expected to memorize the readings – but you should be able to identify what the reading said about major "characters" and key policy issues each reading discussed. In addition, each week's quiz will include one or two questions from the material discussed in lecture or by the guest speaker from the previous week. This is to encourage you to pay careful attention to in-class discussions.

**Design Your Ideal News Source Group Project: 160 points, due by 11:59 p.m. XXXX. (Minimum word count: 1500 words)**

### **Learning objectives: SLO 1, SLO 2, SLO 3, SLO 6**

You will work in teams of two or three students to produce a description of what you envision as the ideal *trustworthy* news source covering either a specific geographic area or a specific social topic (e.g. education, poverty, health care, criminal justice, environment) at the state or regional level, and you'll present your project in class, using PowerPoint or Canva. The narrative and presentation should both cover:

- A mission statement for the news source, including what topics and levels of government/business your news source will cover
- What your organization's policies will be for verifying information before publication and for acknowledging/correcting mistakes
- What characteristics of your site will be designed to increase public trust in its content
- How you, as the managers, will ensure that the publication provides fair, equitable coverage of all racial, ethnic, religious, geographic and social class groups
- A plan for reaching and engaging with your audience: What platforms will you use? What storytelling methods will you use? How will you determine that the stories you're producing are meeting your audience members' needs?
- A discussion of how many staff members you will need, how much these personnel will cost and how you will bring in enough income to cover the organization's expenses. This isn't meant to be a formal business plan – we just want you to gain an understanding of how much it costs to produce high-quality, trustworthy journalism. You will need to consider personnel costs for your journalists (reporters and editors), any advertising/marketing/social media staff, along with publication costs (e.g. printing and distribution, if you choose a paper product, or website management, etc.).

Under most circumstances, each member of the group will receive the same grade – the overall grade for the project. However, peer evaluations are required, and an individual student's grade may be higher or lower than the group grade, depending on his/her/their teammates' evaluations of their contributions to the project.

### **Ideal News Source reflection (40 points, due XXXX) (Minimum word count: 150 words)**

**(Learning objectives: SLO 1, SLO 3, SLO 6)**

Each student will write an individual reflection about what you learned from the Ideal News Source project. In addition, the reflection will include comment on at least one other group's Ideal News Source proposal, as presented in class.

### **Story Impact Paper: 350 points total.**

**Proposal (150 points) due by 11:59 p.m. XXXX. Minimum word count: 500 words**

**Final paper (200 points) due by 11:59 p.m. XXXX. (Minimum word count: 1500 words)**

**Learning objectives: SLO 1, SLO 3, SLO 4, SLO 6)**

Each student will select a news story/series, podcast or documentary from a list I will provide; all of them will be examples of high-quality journalism that examined an important social issue at the state or local level. **The purpose of this assignment is to help you see how high-quality journalism affects citizens' lives and the operation of state/local government, beyond the function of simply informing people.** Relatively early in the semester, you'll submit a proposal for your paper, summarizing the key points of the story/series/podcast/documentary you wish to examine, describing the **main government policies or practices** at issue in the story, identifying which groups of people the policy or practice harmed and which groups benefitted, specifying which government officials or agencies you believe would have the power to resolve the problem, and explaining in as much detail as possible **how you will determine how the news organization's work affected citizens** in their coverage area, beyond making them aware of the issue. (These might include impacts on government policy, impacts on business policy, impacts on community engagement and organization, etc.) The proposal will help me to see whether you understand the requirements of the project so that I can offer advice about assessing its impact. The proposal itself will be worth 150 points.

The final report will **describe the impact the story/series/documentary (etc.) had** (including how you determined this) and will explain who resisted these changes and how; in other words, who was working *against* solving the problem, and how effective were their efforts in maintaining the status quo? In this report, you also will analyze the quality/trustworthiness of news organization, the reporter(s) who wrote/produced the story and the story itself, describing the characteristics of the news organization, the reporter(s) and the reporting process that should have led audiences to view the story as trustworthy. This final report will be worth 200 points (20% of your final grade). More information, including examples of good projects, will be provided in a separate document in Canvas.

### **News Diet Assessment (50 points total) (Minimum word count: 150 words each)**

#### **Learning objectives: SLO 5**

At the beginning of the semester, you will answer questions about your own consumption of news, especially news about local and state government. You'll be asked to consider what influences your news consumption, including how algorithms may influence what you see and any steps you take to ensure that you avoid consuming or sharing misinformation/disinformation. At the end of the semester, we will revisit the same questions, with one additional question about whether your news consumption and perceptions have changed at all. Each exercise is worth 25 points, for a total of 50 points.

### **Class Participation (200 points)**

#### **Learning objectives: SLOs 1-6**

Every student is expected to be an active participant in this class. Why? Because research shows that students who participate, who are engaged in the class, [learn more](#) than those who



don't. Active participation means showing up on time, having already read or listened to or watched the required materials (and having done so analytically), asking good questions, respectfully offering your opinions and thoughts on the information presented, etc. Here's a [how-to](#), in case this is tough for you. Many weeks, we will have guest speakers, and students are strongly encouraged to ask questions of these speakers. Be aware – although attending class consistently is important, simply showing up *will not be* enough to earn full participation points. I will take roll each day, but students who have 100% attendance but never speak up will receive no more than 80% of the class participation points.

To encourage everyone to participate, each student is required to sign up for two weeks during which you will be a “discussion leader.” I’ll ask discussion leaders to summarize the assigned articles/stories for that week, to offer comments on how the story was done, where it succeeded and where it failed, and to ask questions about anything you didn’t understand from the story. If you have questions about the government policies or agencies that were relevant to the story’s topic, it will be really helpful to send those to me ahead of time, so that I can try to find answers if I don’t know them already. Every student, discussion leader or not, is encouraged to ask these sorts of questions, but when you’re the discussion leader, you should be especially well prepared for class on those days. I’ll make a point of calling on the assigned discussion leaders (if necessary) during each class, but of course, you should always feel free to comment or ask questions, regardless of whether you’re signed up for that day. Failure to sign up as a discussion leader and/or not being present and prepared to comment during a week for which you’re signed up will lower your participation grade.

### **Evaluation of Grades**

<b>Assignment</b>	<b>Total Points</b>	<b>Percent of Grade</b>
Quizzes (20 each)	200	20 percent
Group project Paper: 160 Reflection: 40	200	20 percent
Story Impact Paper Proposal: 150 Final paper: 200	350	35 percent
News habits assessments (2)	50	5 percent
Class participation	200	20 percent
<b>TOTAL</b>	<b>1,000</b>	<b>100 percent</b>

## **Grading Scale**

A-	90-93.4	A	93.5-100		
B-	80-83.4	B	83.5-87	B+	87.1-89.9
C-	70-73.4	C	73.5-77	C+	77.1-79.9
D-	60-63.4	D	63.5-67	C+	67.1-69.9
E	Less than 60%				

## **Course Outline**

Below is a description by week of the material we will cover. We will generally have guest speakers related to the topic during our Thursday classes.

### **WEEK 1**

January 14 & 16

#### **Introduction**

Discussion of assignments, expectations for the class, citizen responsibilities in a democracy. The importance of state and local government: Why this course matters.

### **WEEK 2**

January 21 & 23

#### **Why state and local government matter**

**Guest speaker: Gainesville Mayor Harvey Ward.**

The role state and local government play in our democracy. How local/state coverage affects government. Why should you care about local news? Discussion of your personal information environment.

News Habits Assessment 1 due by midnight Jan. 19.

Quiz 1 in class Jan. 21.

### **WEEK 3**

January 28 & 30

#### **What is journalism? Why does local news coverage matter?**

We'll talk about the principles, processes and ethics of journalism and how they've evolved to meet the digital age. We'll also discuss why declining trust in news media should matter to you and what separates quality news organizations from "content providers." In addition, we'll talk about why coverage of state and local governments matters. What is the role of local news in the digital age? What special challenges do local media face?

Quiz 2 in class Jan. 28.

### **WEEK 4:**

February 4 & 6

#### **The First Amendment**

Journalism is the only profession explicitly protected by the First Amendment. How should journalists raise awareness of First Amendment issues?

Quiz 3 in class Feb. 4.

### **WEEK 5:**

February 11 & 13

#### **Voting Rights**

Voting is key to a functioning democracy, but who has the right to vote and how that right is protected has been an-often shifting principle. How does journalism affect perceptions and protections of voting rights?

You can register to vote in Florida (if you're a Florida resident) or update your registration here: <https://registertovoteflorida.gov/home>

Quiz 4 in class Feb. 11.

### **WEEK 6**

February 18 & 20

#### **Education**

Education is the most local of issues, and at one time, it was one of the least contentious. These days, however, local and state education policy has become a central focus point in the "culture wars." What does effective coverage of education issues look like, and what role does local journalism play in helping citizens ensure that education policy meets their children's needs (and for older students, their own needs)?

Quiz 5 in class Feb. 18.

### **WEEK 7**

February 25 & 27

#### **Policing and criminal justice**

There are more than 18,000 local police departments in the United States, and oversight of those departments varies from locality to locality and state to state. What role do journalists play in police accountability?

Quiz 6 in class Feb. 25.

Story Impact Paper proposal due by midnight February 27 (Thursday).

### **WEEK 8**

March 4 & 6

#### **Public health/health care**

We often think of health policy as primarily a national issue, but important health policies vary widely from state to state. Those variations affect who gets access to medical care, how they access care and how much they pay. What role do journalists play in helping citizens understand the complexity of these issues and what influences state/local health policy-makers' decisions?

Quiz 7 in class March 4.

### **WEEK 9**

March 11 & 13

#### **Housing**

Not everyone can live (or wants to live) in a multi-million-dollar mansion, but everyone wants to live somewhere that is comfortable, affordable and safe. State and local government decisions often determine how easy or hard it is to find a decent place to live, and news coverage can ensure that the public knows whether those government decisions are helping – or hurting – both renters and those who own their homes.

Quiz 8 in class March 11.

## Spring Break March 15-23

### **WEEK 10**

March 25 & 27

#### **Environmental justice**

Pollution, climate change and other environmental challenges might seem like issues requiring national and even international solutions. However, state and local governments also regularly make decisions that affect our local environments, influencing the safety of the water we drink and the air we breathe. We'll talk this week about journalism's role in covering state and local government decisions that affect the environment.

Quiz 9 in class March 25.

Ideal News Source paper (with peer evaluations) due by midnight March 30.

### **WEEK 11:**

April 1 & 3

#### **Ideal News Source presentations**

This week, each group will present its Ideal News Source project to the class. We'll talk about what they have in common and how they differ from each other – and from what's currently available in the media environment.

Ideal News Source paper and presentations due by midnight March 30. Individual reflections are due by midnight April 6.

### **WEEK 12:**

April 8 & 10

#### **When disaster strikes**

When a traumatic event occurs – whether it's a natural disaster, a human-caused tragedy or mass violence – journalists from the national media typically show up in large numbers, often

with little understanding of the community context. This week, we'll talk about the role of local journalists in understanding their communities, providing the information local citizens need, and potentially helping direct public officials' attention to unmet needs. '

Quiz 10 in class April 8.

### **WEEK 13:**

April 15 & 17

#### **Reconsidering the impact of state and local news**

This will be a week for reflecting on what you've learned in the class. I'll ask at least a few of you to discuss your Story Impact Paper projects and what you learned about how these stories affected state and/or local policy relevant to the stories' subjects. We'll also reconsider citizens' responsibilities for engagement with state/local government and discuss "best practices" for ensuring that you stay well informed and avoid using or sharing misinformation.

Second News Habits Assessment due by midnight April 14.

### **WEEK 14**

April 22

No class, but I'll be available via Zoom if you have questions or need to discuss anything about your paper. Your final Story Impact Paper will be due by 11:59 p.m. April 22.

#### **Assignment Rubrics**

Rubrics specific to each major assignment are available in Canvas.

#### **Course Credit**

You will receive two grades for this course: one reflecting mastery of the subject matter and one reflecting writing performance. This course confers three credits toward the General Education requirement in social and behavioral science. A course grade of C is required to earn this credit. This course also confers 2,000 words towards the Writing Requirement, which ensures students both to maintain their fluency in writing and use writing as a tool to facilitate learning. To receive writing requirement credit, you must earn a grade of C or higher. While helping students meet the broad learning outcomes of content, communication, and critical thinking, I will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence and organization.

#### **Campus Resources: Health and Wellness**

Contact information for the University Writing Program/Writing Studio (Turlington 2215):

<https://writing.ufl.edu/writing-studio/>

You may find it especially helpful to [schedule a one-on-one tutorial](#).

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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.

*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](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Academic Resources**

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