
MCB 2XXX

Microbes without Borders Quest 2

Quest 2 – Gen Ed Biological – Gen Ed International

3CR

Asynchronous online

Prerequisites: no prerequisites are required, open to all majors across campus

Course Description:

The overarching goal of this course is to explore concepts about and students' attitudes towards "germs" and microbes, organisms that are essential for human health, but often perceived negatively. Readings and activities provide a mind opening, global journey to appreciate the amazingness and importance of microbes for everyone.

A bit more of a course description 😊

This course will make students aware of the importance of the diversity of microbes and the significance in our everyday lives. 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 agriculture. Issues like disease spread and prevention, vaccines and drug resistance will be examined. Students will participate in a challenge project to launch a public outreach campaign to enhance microbial literacy around the globe with current issues that are currently facing humans, animals and the environment.



Instructor:

Monika Oli, PhD, MSE

<https://microcell.ufl.edu/people/monika-oli/>

Master Lecturer

Department of Microbiology and Cell Science, room 1049 moli@ufl.edu; 352-392-8434

Office Hours: Every Monday 10 am – 11 am on Zoom; or by appointment (in person, phone or via zoom). Email Dr. Oli specific topics you want to discuss during the Monday meetings.

GTA & UTAs

TBD

Course Communications: Please send general questions to the TAs first. If you need to communicate with me directly, please email me at moli@ufl.edu

Recommended Text: The required textbook is 100% free and can easily be accessed through Open Stax, the title of the textbook is "Microbiology" Digital: ISBN-13: 978-1-947172-23-4

Paperback: ISBN-13: 978-1-50669-811-3. Link to view online
<https://openstax.org/books/microbiology/pages/1-introduction>

Required Reading Schedule:

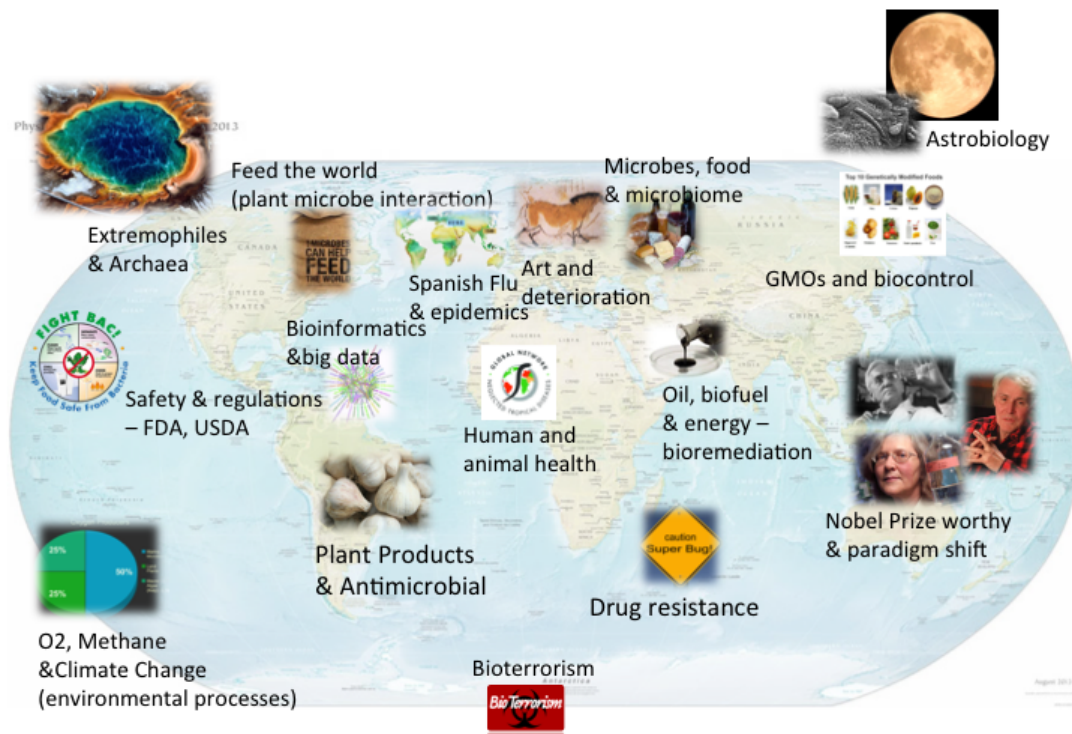
Week 1	► Chapter 16.1, 16.2, 16.3, 16.4
Week 2	► Chapter 1.1, 1.3, 2.2, 2.4
Week 3	► Chapter 3.2, 3.3, 4.1
Week 4	► Chapter 6.1, 6.2, and 8.1
Week 5	► Chapter 8.2, 8.3, 8.4 and 8.6
Week 6	► Chapter 9.1, 9.2, and 9.3
Week 7	► Chapter 9.4 and 9.6
Week 8	► Chapter 10.2, 10.3, 10.4
Week 9	► Chapter 11.2, 11.3, 11.4, 11.5, 11.6
Rest of semester	Project based

Student Learning Outcomes

After completing this course, students will be able to

- Discuss current and controversial topics pertaining to microbiology and its applications
- Describe a variety of beneficial and detrimental microbes
- Critically examine public perspectives of different topics in microbiology
- Create an ePortfolio and reflect on their learning
- Plan, execute and communicate a challenge project

Use of artificial intelligence: The use of artificial intelligence (AI) will be discussed and clarified at the beginning of the semester. Students are expected to use AI generators responsibly for certain assignments when directed. All other assignments should be completed independently, without the use of AI.



Course Goals and Objectives: By the end of this course, students can

- identify issues with microbial ignorance in our society
- name and explain the basic historic milestones that caused paradigm shifts in our thinking and behavior as it pertains to microbiology
- define and identify the basic difference between groups of microbes (viruses, bacteria, protists, parasites and fungi)
- show increased awareness of global microbial issues and geographic locations
- intellectually discuss controversial topics like GMOs, vaccines and antibiotic resistance
- defend the importance of microbes in their personal lives, their community and across the globe
- discuss scientifically the difference between the Germ theory of disease and the hygiene hypothesis
- define basic vocabulary and concepts in microbiology

Goals for the Globalization of the Gator Nation: By the end of this course and with help of the activities, students will be able to

- Identify, describe, and explain global and intercultural conditions and interdependencies involving microbiology
- Analyze and interpret global and intercultural issues as it pertains to microbiology.

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 a “practical” component where you will have to explore a given topic, go on a field trip or create something at home. Weekly discussions should stimulate teamwork and also critical thinking. A 4-week block of the course is dedicated to the “**Global microbiological challenge project**”, where teams of students will engage in a high-quality outreach campaign to help educate citizens and or students and can focus on for example

Raising public awareness of microbiology and its impact on our lives.

Enthusing other students about microbiology.

Engaging an audience in discussion of the impact of microbiology on society.

Exploring the social and ethical aspects related to an aspect of microbiology research.

Engaging people in a citizen science project

Example activities include bilingual children's books, workshops, displays, presentations, debates, etc. Here are some examples - Pint of Science (<https://pintofscience.us/>), TED talks or TED ED presentation (<https://www.ted.com/topics/microbiology>), Citizen science (<http://microbe.net/citizen-science-2/>), designing educational material (<http://www.hhmi.org/biointeractive>), educational talks (<http://www.ibiology.org/>) etc.

Course Policies:

Attendance Policy and Make-up/Late Policy: No physical attendance is required.

We will have weekly live online office hours (see above). Also, for some of the activities and for the microbial challenge project, we will try to carve out optional physical meeting times for interested students.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Quiz/Exam Policy: Quizzes, assignments and activities are due on the announced date (usually Sunday night at 11:59pm).

Course Technology: Canvas will be used as e-learning platform.

ePortfolio: As part of the final reflection on your experience and learning, you will create an ePortfolio (on any platform you like). Your final ePortfolio will be counted as assignment and a Wix portfolio specific to the Microbes without Borders course

<http://sarahvitoe23.wix.com/mcb4934portfolio>

Detailed instructions are provided!

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.

Connection: *Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.* Students will understand the intricate connection

between microbes, their personal live and the world around them. The global projects will allow the students to draw interconnections of microbiology on a global scale. Student competencies will be assessed through the travel plan and the global health competition.

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

	<i>Biological Sciences SLOs → Students will be able to...</i>	<i>This Course's SLOs → Students will be able to...</i>	<i>Assessment Student competencies will be assessed through...</i>
<i>Content</i>	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.
<i>Critical Thinking</i>	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 believes 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

	<i>Biological Sciences SLOs → Students will be able to...</i>	<i>This Course's SLOs → Students will be able to...</i>	<i>Assessment Student competencies will be assessed through...</i>
<i>Communication</i>	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
<i>Connection</i>	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)

<i>International Objectives →</i>	<i>This Course's Objectives → (This course will....)</i>	<i>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</i>
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

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...)
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, Global exchange
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)

	International SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that	Explain fundamental concepts relating to the scientific method and experimentation in microbiology; Define and correctly use terminology and	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

	<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>
	characterize the contemporary world.	concepts as it pertains to global issues in microbiology	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 an increasingly connected contemporary world.	Analyze and interpret the intersection of society's perception of microbiology as it pertains to food, health and disease and the environment; Synthesize book chapters and activities to develop a proposal for proposing and solving the global microbial challenge project	Field trips and in class experiential activities, development and execution of the global microbial challenge project.
<i>Communication</i>	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

Grading Policies:

Graded activities

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

A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Grade %	Category
5%	Wix e-portfolio
10%	Microbes in the News and other Discussions
15%	5 activities

15%	5 quizzes
15%	UNESCO Travel Plan
20%	Case Study Competition
20%	Global Microbial Challenge

There will be 5 total quizzes that will be based entirely on the required readings from the textbook, the test will be open notes and have a 30 minute time limit, but have 2 attempts for each. You have to complete a total of 5 Microbes in the News discussions (with replies) and 5 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.

Here is a detailed breakdown of your assignments and points for the whole semester. We calculated the time you will spend on this class according to UF guidelines. For a 3CR class there is usually a 3h contact time and 3 h of studying and assignments for each credit, which comes to ~12h of time spent per week on the class.

Extra credit maybe offered throughout the semester (5% of grade max)

1. Develop your ePortfolio according to ISP expectations
2. Participate in ISP/international campus activities and summarize your experience

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

Letter Grade	Percentage	Grade Point
A	92.0–100%	4
A-	90.0–91.9%	3.67
B+	87.0–89.9%	3.33
B	82.0–86.9%	3
B-	80.0–81.9%	2.67
C+	77.0–79.9%	2.33
C	72.0–76.9%	2
C-	70.0 - 71.9%	1.67
D+	67.0–69.9%	1.33
D	62.0–66.9%	1
D-	60.0–61.9%	0.67
E,I,F	<60%	0

Grading Scale: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule (tentative, subject to change):

Week of	Chapters/content	Formative Assignments	Summative Assignments	Weekly DUE dates
25-Aug	▶ Start date ▶ Class introduction/syllabus review	▶ Orientation Quiz ▶ Getting to know each other discussion ▶ Introduction to research articles - Timmis paper		31-Aug
1-Sep	▶ Chapter 16.1, 16.2, 16.3, 16.4 ▶ Holiday 9/1	▶ Background Assessment ▶ Quiz 1 ▶ Activity 1	▶ Travel Concept Map	1-Sep
8-Sep	▶ Chapter 1.1, 1.3, 2.2, 2.4	▶ Microbes in the News Discussion		8-Sep
15-Sep	▶ Chapter 3.2, 3.3, 4.1	▶ Quiz 2 ▶ Activity 2	▶ Your travel destination - UNESCO sites... ▶ First Travel Plan - Peer Review	15-Sep
22-Sep	▶ Chapter 6.1, 6.2, and 8.1	▶ Microbes in the News Discussion	▶ TWO Peer reviews for Travel Plan	22-Sep
29-Sep	▶ Chapter 8.2, 8.3, 8.4 and 8.6	▶ Quiz 3 ▶ Activity 3	▶ Final Travel Plan	29-Sep
6-Oct	▶ Chapter 9.1, 9.2, and 9.3	▶ Microbes in the News Discussion		6-Oct
13-Oct	▶ Chapter 9.4 and 9.6 ▶ Holiday 10-17	▶ Quiz 4 ▶ Activity 4	▶ Case Study Competition - Outline	13-Oct
20-Oct	▶ Chapter 10.2, 10.3, 10.4	▶ Microbes in the News Discussion		27-Oct
27-Oct	▶ Chapter 11.2, 11.3, 11.4, 11.5, 11.6	▶ Quiz 5 ▶ Activity 5		3-Nov
3-Nov	▶ Finish and Record Case Study Competition - Final Proposal	▶ Microbes in the News Discussion	▶ Case Study Competition - Final Proposal	10-Nov
10-Nov	▶ Examine various issues stated in the Timmis paper, decide on a topic that your group would like to further examine.		▶ Global Microbial Challenge Project (GMCP) - Addressing microbial literacy	17-Nov
17-Nov	▶ Meet and develop outline for GMCP		▶ GMCP - Outreach Outline	24-Nov

24-Nov	► Finish and Record Global Microbial Challenge Project ► Thanksgiving break 11/27-11/28		► Global Microbial Challenge Project - Final Proposal ► Final E-portfolio submission *Including reflection assignment*	1-Dec
1-Dec	► Last day of class 12/3			

UF Policies:

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Accommodations for Students with Disabilities such as:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](#)” webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

In-Class Recording suggested wording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 3 Revised: September 2024

conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

For online course with recorded materials a statement informing students of privacy related issues such as:

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.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Academic Honesty

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

Health and Wellness

- 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](#).
- 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.
- [Hitchcock Field and Fork Pantry](#). Food and toiletries for those experiencing food insecurity.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)
- [*Dean of Students Office*](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromise their ability to attend classes. This includes family emergencies and medical issues.

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

<https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Student complaints

If a problem really cannot be resolved by communicating with the instructor or the TAs you can contact

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>.

Misconduct of a student can also be reported by the instructor to the Dean of Student office in form of a complaint.

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