MCB430C/6670C Syllabus

General Course Info

Course: MCB4320C/6670C: The Microbiome
Semester: Summer 2024
Credit hours: 3
Class meeting: 100% asynchronous

Instructors:
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Expect responses within 24-48 hours on weekdays.

The best way to contact us is via E-learning mail, or we can set up a time for individual phone calls and zoom sessions.

Pre-requisites: This course has introductory microbiology (MCB 3020 or MCB 3023 or equivalent) as a prerequisite with a minimum grade of C and is intended for majors in the Life Sciences. It will be taught at the senior level, and its primary objective is to increase microbiome knowledge and appreciation.

Course Description and Goals

Environmental microbiologists began the study of uncultured microbial life in the early 1990s. The idea was to start to understand the breadth of microbial diversity across a wide variety of habitats using methods that do not require culturing of the organisms. During this period, the technology and data analysis explosion also began in genomics. Environmental microbiologists took full advantage of these new tools and found diverse life in many places. By about 2005, those outside of microbiology began to take notice of these new tools and became interested in discovering microbes associated with their environments of interest. That included biomedical scientists, ecologists, agriculturalists, taxonomists, entomologists, and others. This has led to a sea of papers investigating the collection of microbes associated with eukaryotes.

The collection of microorganisms that inhabit a specific environment, their genomes (i.e., genes), and the surrounding environmental conditions are referred to as **the microbiome**. The microbiome includes all microbial life: bacterial, archaeal, fungal, and viral. Microbiomes exist on and within plants, animals, insects, amphibians, birds, etc. They also live in niches to themselves in a wide variety of terrestrial, marine, and aquatic environments. Many of these environments are extreme, including hot springs, deep ocean thermal vents, and subsurface rock formations. Given the many environments in which microbiomes thrive, no single course or group of courses can hope to cover them

adequately. However, **this course intends to teach students how microbes are associated with different niches**, including humans, animals/insects, plants, soils, water, and polluted environments. Modern tools available to analyze the microbiome will also be taught. Guest speakers may be invited for a Q&A on certain topics. Since there are no proctored exams in this course, the **weekly content will be assessed in quizzes and other assignments**, with a diversity of assessment-type (e.g., multiple-choice, multiple-answer, short response).

In this course, **active learning will be encouraged.** This course is designed to bolster scientific literacy while exploring your own interests in the microbiome. Students will be introduced early in the semester and have a peer "pod" for their engagement exercises. This "pod" is the basis for the engagement. These discussions are intended to be back-forth conversations of shared learning. Thus, most conversations will have two official "windows" or deadlines, to facilitate exchange of ideas. These will be carried out in the Perusall application. **Presentations** crafted by students (i.e., Journal Club and the Capstone "MIC" TED talk) will be shared within this pod.

Students will apply concepts from course lectures, exploring how theoretical knowledge translates into practical scenarios. This will contribute to the advancement of their chosen microbiome topics. **Milestones and scaffolding assignments throughout the course will be presented, to ensure that you make consistent and significant progress on the project throughout the semester.** Guided by instructors, students will receive feedback and support at various checkpoints, ensuring their progress aligns with project objectives.

The culmination of this project is a Showcase structured around student presentations on their topic, in a TEDx style. During this phase, students will share their projects with classmates, fostering interaction and knowledge exchange. This exchange will not only showcase their discoveries but also provide an opportunity for reflection on the skills and insights gained.

The course will be **entirely web-based,** and all lectures will be delivered online asynchronously. The reading assignments, course lecture materials, and hands-on individual or team activities will be posted weekly.

By the end of this course, students will not only possess a foundational understanding of how to interpret findings in the scientific literature but will have acquired a versatile set of skills that can be applied across various fields, including presentation skills which are increasingly important in science, academia, and industry.

Course Structure

The course is structured as 14 lessons or modules – one each week of the semester. Each week will cover a different topic. The topics are built on each other, so to understand a topic in week 6, for example, it is necessary that you understand the material from week 1. The first 4 weeks of the course lay the foundation for the remaining weeks.

Each week begins on Tuesday, which is the day by which a new week's worth of material will be posted. Every effort on our part will be made to post material prior to Tuesdays, but that may not always happen.

For each week's lesson, there may be several items to complete. Keep the learning objectives in mind as you learn the week's material. After reading the learning objectives, please go through the week's material in the order presented. After you go through the material in the order presented, you are always free to return and visit any of the content.

Students **are expected to check Canvas regularly** and are encouraged to log onto Canvas every Tuesday evening (EST) so they can get ahead with the weekly material and, at a minimum, understand what is required of them that week. As there are no exams, students can expect scaffolding assignments each week. Although deadlines will be posted using the Canvas calendar tool, it is each student's responsibility to **keep track of assignments on a personal calendar**, so they fulfill the course requirements.

Course Objectives

1. Students will be able to understand what the microbiome is and the principles that drive microbial life in different niches.

2. Students will be introduced to how microbial omics data is used to understand the human microbiome and its role in human health.

3. Students will be introduced to the modern technologies used in microbiome research. By understanding the technologies, the students can learn which biological questions can be asked and answered given today's tools.

4. Students will learn how to analyze and interpret primary scientific literature in the microbiome. They will lead presentations ("journal clubs") on these topics and engage in ongoing and meaningful discussion.

5. Students will collaborate in analysis and interpretation of the state of research in an area of interest in the microbiome. They will present their findings to the class as part of a showcase at the end of the term.

Required Readings and Works

There is no textbook for this course.
All required readings and works will be made available in Canvas.

Materials and Supplies Fees

There are no additional materials or fees in this course.

Consistent with UF policy, **students are expected to have ongoing computer and internet access**. The Student Computing Requirements state: “The University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity.” For more information, please see: https://policy.ufl.edu/policy/student-computing-requirements/.

A physical keyboard and pointing device are necessary; students should not relay entirely on a touchscreen device. Network connectivity is required, as is a working microphone (for required presentations). A webcam is recommended but not required as assessments are un-proctored.

Late assignments will not be accepted due to technical errors or malfunctions.

Computing labs are available on campus at these locations: https://cals.ufl.edu/current-students/studentresources/computer-lab/.

Not all published literature is open access. Some required readings may require log-in via Gatorlink with a VPN. You can download such articles using off-campus access through UF libraries, with instructions here: https://uflib.ufl.edu/using-the-libraries/off-campus-access/.

Graded Work

Description of graded work

More details on the nature of Graded Work are provided in the section below called "ASSESSMENTS".

Assignment	Requirements	%
Journal Club (3 total) Includes 1 presentation (8%) and 3 discussions per student (9% total).	Ongoing discussion of each presented article will take place over the course of a week. Students are expected to read the presented paper for an informed and engaging discussion. Selected articles within their respective “peer pod” are considered assigned reading for that week. Expectations for a meaningful discussion will be posted, along with presentation guidelines. Each student will only present once in the semester; however, they should be involved in every discussion.	17%

Assignment	Requirements	%
Quizzes (6 total - drop the lowest quiz): Series of 6 lecture-based modules, each worth 7% of the total course grade**. Students may drop the 1 lowest scoring** assignment, thus the highest scoring 5 quizzes will count.	Homework quizzes that assess understanding of concepts and critical thinking. Homework will assess specific learning objectives primarily through auto-graded multiple-choice/multiple-answer, fill in the blank, etc. questions. In some cases, brief case studies with open-text responses, short essays, or other formats may be used to apply concepts and tools.	45%
"Around the World in 8 Microbiomes" Capstone Scaffolding Assignments & Final Presentation: Series of Capstone and scaffolding assignments, leading up to the student-led Capstone presentations in the last week of class.	Active learning modules that include a combination of independent and collaborative work and discussions. The expected date of completion of each smaller scaffolding assignment will be provided as we move through the semester. The Capstone culminates in a 3-minute "Ted talk" submitted by each student, that serves as a final project. Students share their presentations in the last module of the course.	26%
Virtual Capstone Engagement	Engagement in the "Around the World in 8 Microbiomes" Capstone Showcase held during the last week of class, assessed via Perusall.	4%
Reflection Assignments (4 total, each worth 2%)	Students upload short, written self-reflections throughout the semester and participate in a dialogue about their gains in professional growth/skills and gains in understanding and appreciation of microbial diversity.	8%
TOTAL		**100%**

Grading Scale

For information on how UF assigns grade points, visit:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grade	Percentage
A	93.0 – 100%
A-	89.0 – 92.99%
B+	86.0 – 88.99%
B	82.0 – 85.99%
B-	79.0 – 81.99%
C+	76.0 – 78.99%
C	72.0 – 75.99%
C-	69.0 – 71.99%
D+	66.0 – 68.99%
D	62.0 – 65.99%
D-	59.0 – 61.99%
E	<59.0

Weekly Schedule

Here are the weekly concepts. **Each Module starts on a Tuesday.** Quizzes will typically open on Fridays and will be due the following Friday.

Required readings and materials, active learning components, and Capstone scaffolding assignments are not posted below, but rather will be posted in class.

Students are encouraged to log onto Canvas every Tuesday evening (EST) so they can get ahead with the weekly material and, at a minimum, understand what is required of them that week. Although deadlines will be posted using the Canvas calendar tool, it is each student's responsibility to **keep track of assignments on a personal calendar**, so they fulfill the course requirements.

Module	Dates	Topics for the Week:
1	May 14-20	Course Orientation History of the study of the microbiome Next generation sequencing
2	May 21-27	The great plate anomaly and scientific literacy (introducing Journal Club) **Quiz 1**
3	May 28-Jun 3	Generating and interpreting 16S rRNA data
4	Jun 4-10	Around the world in eight microbiomes – Work Week for Journal Club Presentations **Quiz 2**
5	Jun 11-17	Selected topics in the human microbiome in health and disease – Part 1 **Journal Club #1** – Guided questions and discussion about scientific papers
6	Jun 18-24	Selected topics in the animal/insect microbiome **Quiz 3**
7	Jun 25-Jul 1	Selected topics in the soil microbiome **Journal Club #2** – Guided questions and discussion about scientific papers
8	Jul 2-8	Selected topics in the water microbiome **Quiz 4**
9	Jul 9-15	The microbiome in polluted environments and bioremediation **Journal Club #3** – Guided questions and discussion about scientific papers
10	Jul 16-22	Selected topics in the plant microbiome **Quiz 5**
11	Jul 23-29	**Guest Lecture** – Fireside chat and engagement Selected topics in the human gut DNA virome
12	Jul 30-Aug 9 (1.5 weeks)	Showcase on the Course's "Microbiome Insights and Curiosities" (MIC) project (Student-generated project presentations) **Quiz 6** (optional)

Assessments

Students will be introduced to smaller **peer "pods"** early in the semester, after the drop-add period. These will be divided by section (MCB4320C/MCB6670C). Most engagement exercises referenced below will be carried out by the students collectively within these peer "pods". The course is entirely built off the assessment of your individual work; however, the engagement component is intended to enrich your learning, provide support, and facilitate nuanced interaction with course materials.

Journal Club

At three points in the semester, students will engage in their group in what is called a Journal Club. This is a regular gathering of scientists to discuss a scientific paper or papers. Typically, one student will present a paper more in-depth, and the whole group will discuss it. Such platforms provide a few benefits: 1) staying abreast of new knowledge and research, 2) improvement of scientific reading skills, 3) practice presenting, both orally and visually, 4) networking and improving dialogue and interpersonal relationships with others, 5) practice interpretation of data. Such discussions encourage improvement of outcomes in research.

Three journal clubs will be held virtually. Each student will be assigned to pick and present a paper at one of the journal clubs. Students submit their interest article early in the semester and are assigned a date on which to present their paper to their peer group and instructors. This list will be shared course wide. If the student decides to change their article, they must contact instructors *at least* two weeks in advance of their assigned presentation date, with their requested article attached to the email.

The grade contribution is as follows:

- Journal Club Presentation (1 per student– 8% of the grade)
- Journal Club Discussions (3 per student– 9% of the grade)

An allocated "work week" is built into the schedule early in the semester to provide additional support for preparing your Journal Club presentations. While this week is designed to facilitate progress especially for those scheduled to present first (in Journal Club 1), it is expected that each of you will work on your presentations in the weeks leading up to your scheduled presentation date, i.e., reading your article, deconstructing it, and making progress across time, for a thoughtful and thorough presentation. Avoid waiting until the last minute and utilize the dedicated work week to make significant progress without the added responsibility of course content.

Students (both presenters and non-presenters) will be expected to review the presentations, ask questions, and discuss the papers with one another throughout the span of the journal club, with active dialogue assessed on the Perusall app. **Presentations will not be accepted late.** They must be posted in Canvas by the due date to allow instructors ample time to integrate the presentations into Perusall and open the student portals for active discussion.

Student presenters will provide the citation for the paper, a recorded presentation for their peers to watch, and a PDF of their slide deck. Example Journal Club presentations from past semesters (provided by former students, with their explicit permission) will be posted. All presentations must be uploaded to either Vimeo or YouTube for proper integration into Perusall by the instructor. The slide deck and link will be submitted for assessment. MCB4320C presentations will be at least 15 but no more than 30 minutes in length, and MCB6670 presentations will be at least 20 but no more than 35 minutes.

Discussion will be open for a full week, with two deadlines for each window, to facilitate back-forth conversation and help us avoid last-minute, superficial posts. Both presenters and non-presenters are expected to comment throughout that week. Specifics will be provided with the release of the assignment.

Quizzes

All quizzes are timed, open book, and un-proctored. These quizzes are a learning tool so you may take each quiz **up to three times each** and your highest score of quiz will be recorded. A quiz will not be re-opened or reset if it is interrupted by technical difficulties. (NOTE: A slow internet connection may affect timed quizzes, but it is your responsibility to use a connection at the speed suggested in the e-learning homepage.) Quizzes close at 11:59 PM EST on the due date, whether you have completed the quiz or not. The last quiz of the semester may be more difficult than the previous ones, as it will be cumulative. If you have done well on the previous five quizzes and are satisfied with your score, you do not need to take this assessment. **We will drop the lowest grade of any of the six quizzes.**

Following the close of each quiz window, you have 10 calendar days to contest your quiz/exam grade in an email to us (i.e., a student cannot request a grade correction on quiz 2 during the last week of the course). Please note that you can ask a question about or discuss any quiz question at any time during the semester for the purposes of understanding and education. **Any requests for points must include a clear justification of your response.** For example, please do not send an email saying, “tell me why I am wrong”, but rather send an email saying, “this is why I think my response is a better answer or is as complete or appropriate....”

Quizzes will open on Fridays and remain open for a full week, closing the following Friday, to allow flexibility for taking the quiz according to your schedule.

Scaffolding Assignments and Capstone Showcase

In this course, active learning will be encouraged. The course will include an ongoing capstone project, with a specific microbial niche in mind. This question and its importance will be addressed early in the course. In succeeding weeks, students will learn approaches, methods, and technologies to address the topic. Consistent with

collaboration in any research project, students will be introduced early in the semester and work in small teams.

Throughout the project, students will apply concepts from course lectures, exploring how theoretical knowledge translates into practical scenarios. Students will collaborate with peers pooling their knowledge and collective insights. You will synthesize work in your chosen area of the microbiome, weaving together course concepts and real-world applications. Ultimately, the capstone project serves as a platform for holistic learning, where theoretical understanding, practical experience, collaboration, and communication converge. This exploration will contribute to the advancement of your shared interests surrounding your chosen microbiome topic.

The capstone is founded upon three essential pillars:

- **Connection:** Through networking and collaboration, students will establish valuable connections with professionals in the field, enriching their understanding of the microbiome' practical implications.
- **Critical Thinking:** The literature review and synthesis foster critical thinking, enabling students to distill complex information and identify gaps in knowledge.
- **Communication:** By presenting their findings to the class, students will hone their communication skills, ensuring that concepts are accessible and engaging.

Milestones and scaffolding assignments throughout the course will be presented, to ensure that you make consistent and significant progress on the project throughout the semester. This includes a variety of smaller projects, including 1) critical analysis and synthesis of the scientific literature, 2) an interview with a scientist in your topic area, 3) an original 2-page proposal for future work regarding a scientific question relevant to their microbial niche, and other 4) visual, written, and oral representations of the topic. Guided by instructors, students will receive feedback and support at various checkpoints, ensuring their progress aligns with project objectives.

The culmination of this project is a Showcase structured around student presentations on their topic, in a TEDx style (The "Microbiome Insights and Curiosities" or "MIC" Capstone). For this Showcase, you will integrate your scaffolding assignments into a short, engaging, 4-5-minute video presentation, structured as if you were giving a TEDx talk on the topic. We will share the graphics and videos with the class as the Showcase Module (the final module of the course). During this phase, students will share their projects with classmates, fostering interaction and knowledge exchange. This exchange will not only showcase their discoveries but also provide an opportunity for reflection on the skills and insights gained.

Assignments for MCB6670C – graduate students only

As requested by UF CALS Curriculum Committee, assignments must account for at least a 15% difference in graded material between the undergraduate and graduate levels. To account for these differences, requirements will be posted to graduate students during

the quizzes and other, related assessments. **Separate MCB6670C-specific quizzes** may be posted, accordingly, or additional prompts in free-response items.

Graduate students will have additional tasks within the posted assignments to elevate their contributions to engagement and demonstrate graduate-level critical thinking and writing. Additional requirements for MCB6670C students will be made available within the instructions for those assignments.

Late Work Policy

If we accept a late submission on a particular assignment, this will be made known to students in advance, i.e., when the assignment is released. This means that **not every assignment will be accepted late under this policy**, *only* those where a late work policy is explicitly stated in the instructions. Under this policy, such an assignment can be submitted up to two days late, with a 10% late deduction each day. **We will not accept** late submissions on journal club presentations, quizzes, or assignments structured around engagement.

Netiquette

Be respectful and kind in all communications to faculty, advisors, and your fellow students. Learners are expected to communicate online with the instructor and fellow students, whether the communication is by electronic means or by telephone or face-to-face, with civility, transparency, and poise. We expect students to be receptive to and sensitive to cultural differences.

Please review UF's Netiquette Guide for Online Courses here. We expect you to read "Email Etiquette", "Message Board Netiquette and Guidelines" in its entirety. **The Take-Home message is: Be open. Be considerate. Be respectful.**

We call your attention to these points especially:

- **Community Guidelines:** Assume your professors and advisors have your best interest in mind and will work within the bounds of what is appropriate and possible to help you.
- **Tone:** "Avoid devolving to the use of snarky, exaggerated, or expletive language if you become frustrated." Refer again to the UF Honor and Student Conduct Code.
- **Security:** "Do not share your password with anyone."
- **Instructor Emails:** Use clear and concise language. Use a descriptive subject.
- **Message Board:** "Make posts that are on-topic and within the scope of the course material. Take your posts seriously and review and edit your posts before sending. Always give proper credit when referencing or quoting another source. Do not repeat someone else's post without adding something of your own to it. Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point. Do not make personal or insulting remarks."

UF and Course policies

Make-up and Attendance Policy

This is an online course that gives students enormous scheduling flexibility. Every assignment will be given at least double the adequate time needed to complete the assessment based on past experiences. Hence, accommodation for up to double the time needed to take an exam is already included in the assessment periods. As a result, there will be no makeup quizzes for reasons not accepted by the University. There are no make-ups or non- penalized extensions without proper documentation of excused events and prior notification (in the case of excused, planned absences that fall under the categories of the UF policy). Unexpected illnesses documented by a physician (not a physician's assistant) are grounds for a makeup quiz. Otherwise, the deadlines are real and strict. As a student, it is your choice to complete all quizzes and assignments. If you choose not to take a quiz or assignment because of another activity (work, social engagement, etc.), you will get a zero for the grade.

There are no make-ups or extensions for module quizzes as the lowest quiz score will be dropped. Quizzes not taken by their due date for any reason will count as a zero. Up to one of the lowest quiz grades can be dropped. Missed assignments count as a zero. There are no late submissions for team-based assignments.

Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

For unforeseen life events: For **all** matters that require special consideration, please contact UMatter, We Care in the Office of the Dean of Students (https://care.dso.ufl.edu/instructor-notifications/). They will verify your case and contact the instructors and offer guidance on make-ups, extensions, etc. The final decision on how to proceed is up to the instructor's discretion.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. 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.

UF Evaluations Process

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

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

University Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

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). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. 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: http://www.dsoufl.ed/SCCR/honorcodes/honorcode.php. The 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 instructors in this class.

Additional comments regarding academic integrity for individual work and accountability:

Students are encouraged to discuss material with each other from the course, help each other understand concepts, study together, and even discuss assessment questions with each other once the quiz window is closed. However, the following is considered academic dishonesty for any individual work*, and we expect that no student will ever do any of the following:

- Have another person complete a quiz for you
- Copy another student's quiz in this course
- Collaborate with anyone while taking a quiz in this course
- Discuss the questions and answers of a quiz with other students while the quiz window is still open
- Manipulate and/or distribute any materials provided in this course for any purpose (including course lecture slides)
- Use any materials provided by a previous student in the course

*Engagement assignments encourage collaborative learning and communication.

While you may use generative AI tools to help you bounce ideas, look up terms, and contextualize concepts, it is crucial to ensure that your final submission reflects *your*

own understanding and analysis of the topic. Any indication of misuse, such as copying and pasting responses directly from generative AI outputs, will result in a zero score for that question or assignment. Remember, a primary goal of our course assignments is to develop your critical thinking, i.e., via your scientific literacy, presentation, and writing skills. This requires that you engage thoughtfully with the material. Accordingly, we expect that your own original insights will be reflected in your work.

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.

Getting Help

Technical Issues

If you encounter a technical issue, please contact the UF Computing Help Desk: http://helpdesk.ufl.edu.

Any request for a make-up due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST message your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Campus Helping Resources

Students experiencing crisis 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.

- University **Counseling and Wellness Center**, 3190 Radio Road, 352-392-1575; contact University Police at (352) 392-1111 or 911 for emergencies.
- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Training Programs
- Community Provider Database
- **U Matter, We Care**: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

- **Sexual Assault Recovery Services (SARS)**. Student Health Care Center, 392-1161.
- **University Police Department**, 392-1111 (or 9-1-1 for emergencies).
- Career Resource Center, First Floor JWRU, 392-1601

Academic Resources

E-learning Technical Support: (352) 392-4357 (select option 2) or e-mail to Learning-support@ufl.edu; https://lss.at.ufl.edu/help.shtml.
Academic and Career Services: https://www.ufl.edu/academics/academic-career-services/
Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
Writing Studio, 302 Tigert Hall, 846-1138. Help with brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
UF Online/Internet Privacy Statement: UF's statement about privacy and data security. http://privacy.ufl.edu/privacy-policies-and-procedures/onlineinternet-privacy-statement/

Disclaimer

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.