

Intercultural Communication

AEC3073

Fall 2025- 3 credit hours

# Instructor

Pablo Lamino

Assistant Professor in Agricultural Leadership Education

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# Learning Assistant Teaching Assistant

Jose Molina

Teaching Assistant

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# Class Times Location

Mondays, 11:45-12:35; Wednesdays, 10:40-12:35 Rolfs Hall Room 0142

# Course Description

Basic culturally coded communication behaviors, such as cultural values and beliefs, attitudes, and verbal and non-verbal behavior, are examined to identify basic differences among individuals from multicultural backgrounds. Special emphasis is placed on cultural communication issues in the agricultural and natural resources sciences.

Attributes: General Education - International, General Education - Social Science

# Course Objectives

Upon completion of the course, learners should be able to:

1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological, and practical issues involved in intercultural communication and cultural competence.
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity.
3. Describe culture's essential role in people’s perceptions, beliefs, communication patterns, and behavior.
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication.
5. Understand and discuss the relationship of ethics with both communication and culture.
6. Analyze and evaluate their cultural patterns and preferred communication styles in relation to other cultures, domestic and international.
7. Develop a cross-cultural understanding of the United States and a global society.
8. Enhance their intercultural communication proficiency.

# Course Design

The course is in-person, with the expectation of meeting on Mondays from 11:45 am to 12:35 pm and Wednesdays from 10:40 am to 12:35 pm. The course will provide students with a learning experience tailored to their preferred learning style as determined by the VARK model. Numerous opportunities will be made available to students to engage in new experiences, followed by personal and group reflection activities to facilitate the creation of meaning. The course is guided by a set of values that prioritize cultural awareness, critical thinking, real-world experience, life-long learning, and teamwork.

# Requirements

## Textbook:

Preferably: Jandt, F. E. (2025). *An introduction to intercultural communication: Identities in a Global Community*. Sage Publications, Incorporated.

Alternative Option: Jandt, F. E. (2020). An Introduction to Intercultural Communication: Identities in a Global Community. Sage Publications.

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader - [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
* Zoom - [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
* TopHat - <https://tophat.com/>
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* View [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Minimum Technical Skills:

Minimum technical skills required:

1. Proficiency in utilizing Canvas and navigating the internet effectively.
2. Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
3. Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.

* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Ability to perform online research using a variety of search engines and library databases.

# Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours**, except on holidays, when feasible during the work week, Monday through Friday. We also hold office hours each week via Zoom. The major assignments will be graded, with *meaningful feedback* provided,**within ten days of their submission**.

# Assignments

You will find that participating in class regularly provides the best opportunity for success in this course. You are expected to complete all course assignments during the specified time frame. Assignments are due on the dates listed in the syllabus.

## Class Pre-flection (20 points)

Before we begin, writing a personal reflection describing your culture is important. This assignment will require a one-to two-page paper and does not require  
any citation of sources.

1. How would you describe your cultural background, heritage, and upbringing?
   1. How have these aspects influenced your identity and shaped your worldview?
2. What cultural values, rituals, heroes, and symbols are important to you?
   1. How do they impact your decision-making and interactions with others?
3. Which of the following regulators do you feel more identified with? Justify your answer.
   1. Religion, (b) Nation, (c) Class, (d) Gender, (e) Race
4. When communicating, do you prefer being direct or relying on the other person to read between the lines? Justify your answer.
5. How do you envision your cultural identity influencing your role as a leader?
   1. What strengths or unique perspectives do you bring to leadership based on your  
      cultural background?
6. Do you believe humans should dominate nature, live in harmony with it, or be dominated by it?
7. Do you believe it is important to learn from history and preserve traditions, live in the present moment, or plan for a better future by investing in your personal and professional development?
8. Do you believe humans are inherently good, evil, or both?

## Agricultural Buddy from another country (25 points)

As part of this assignment, you will be grouped with a student from UNINORTE University in Colombia via TEAMS. You will engage and interact with your partner during two opportunities. In the second interaction, you will interview your partner using an interview guide provided with ten question prompts that you can use as a guide or modify to better suit your needs. This task aims to expand your understanding of cultural systems that differ from your own.

At the end of the semester, you will be required to write a 1000-word reflective paper about the intercultural experience you have participated in. The paper should include the following:

1. A comprehensive account of your experience, encompassing an in-depth analysis of the cultural group's history, values, and assumptions that you engaged with.
2. Elucidate the disparities between your culture and the other and the potential impact on future transactions.
3. It is imperative that you take into consideration the contextual factors of the interactions.
4. Lastly, apply the principles, abilities, and attitudes obtained in the course to enhance the comprehension of your encounter.

## Multicultural Event or Activity (40 points)

Students must attend at least one activity related to a culture different from their own cultural heritage. They must stay for the entire activity. Following the event or activity, students must prepare a 10-minute recording and submit it to the Discussion Board, explaining their expectations before the event, their emotions and thoughts during the event, and the lessons they learned after the event. It is also mandatory that during the presentation submit a photograph of themselves at the event.

Examples of multicultural events or activities include attending a religious service of a religion different from one's own, attending a meeting of a student organization that has different beliefs than yours, attending a cultural event in the International Center, or any other activity related to culture, ethnicity, and religion that is different from one's own. Before going to the event, the instructor or TA needs to approve it.

## In-Class Media Assignment (50 points)

During the third week of the semester, we will watch the first episode of *Kim’s Convenience* together in class. We will then watch one episode every other week throughout the course. Each viewing will be followed by a reflection and group discussion that connects the episode to key concepts from the class.

### This assignment is designed to deepen your understanding of the lived experiences of diverse communities worldwide. Kim’s Convenience is a sitcom that follows a Korean-Canadian family running a convenience store in Toronto, exploring generational, cultural, and societal dynamics.

### Skills:

* Practice your listening skills
* Reflect on the experience
* Connect this activity with the knowledge provided in class

### Knowledge:

You will gain knowledge of how people live around the world.

### Task:

First, you are required to make at least three active contributions across the five class sessions when we watch the TV show to earn participation points. Contributions are counted based on the number of sessions you participate in, not the number of times you speak within a single class. Therefore, to receive full participation credit (10 points), you must contribute at least once in three of the five sessions. After viewing the entire sitcom series, you will submit a 1,000-word reflection on Canvas (40 points).

## Quizzes (5 x 20 points each = 100 points)

The bi-weekly quizzes are designed to assess your comprehension of the course material. These quizzes will consist of multiple-choice, true/false, and short-answer questions.

Purpose: To gauge your understanding of key concepts and ensure you are keeping up with the course material.

### Skills:

* Critical reading and analysis.
* Time management for efficient completion.
* Application of knowledge to various question formats.

For each quiz, you will have two attempts. The highest grade you receive will be included in your final grade.

## Country Evaluation Presentation (100 points)

As part of your learning experience, you'll explore the cultural dimensions of various countries and showcase their unique perceptions, habits, and practices. Your task is to research and present on a specific assigned country with an assigned class partner, covering topics such as agricultural exports, history, culture, and the population's biggest needs and potential solutions. Additionally, you will evaluate the country in comparison to the United States, based on [Hofstede’s Cultural Dimensions](https://www.hofstede-insights.com/country-comparison-tool).

The presentation should last a minimum of 10 and a maximum of 12 minutes. You will be required to email the PowerPoint presentation to the instructor before the class period in which you present.

## Case Study-Based Open Book Final Examination Exam (100 points)

As the semester ends, the instructor will design three case studies related to the course  
material. You must choose one of the three case studies and answer the questions as  
much detail as possible within the given time frame. There is no need to cite the information in your answers. Your grade will be based on the strength of your arguments, so strive for clarity and coherence without worrying about page or word limits. You will have access to your class notes.

## Evaluation of the Grades

| Assignment | Total Points | Due |
| --- | --- | --- |
| Cultural Reflection | 20 | 08/31 |
| Multicultural Event or Activity | 40 | 11/15 |
| In-Class Media Assignment | 50 | 11/23 |
| Agricultural Buddy from another country | 25 | 12/01 |
| Bi-weekly quizzes (5 x 20 points) | 100 |  |
| Country Comparison Presentation | 100 | Week 10 |
| Case Study-Based Open Book Final Examination | 100 | 12/04 |
|  |  |  |
| **Total Points in the Class** | **435 points** |  |

## Late Policy

Late assignments will receive a 10% deduction per day late. After 10 days, assignments will receive a zero.

## Course Grading:

You can find the course assignment rubrics on the Canvas site. Once I have completed grading each assignment, I will post the grade in Canvas and provide feedback with a completed rubric in class.

### Grading Scale

| **Grade** | **Percentage Range** | **Point Range** |
| --- | --- | --- |
| **A** | **90 – 100%** | **392 – 435 points** |
| **B+** | **86 – 89.99%** | **374 – 391 points** |
| **B** | **80 – 85.99%** | **348 – 373 points** |
| **C+** | **76 – 79.99%** | **331 – 347 points** |
| **C** | **70 – 75.99%** | **305 – 330 points** |
| **D+** | **66 – 69.99%** | **287 – 304 points** |
| **D** | **60 – 65.99%** | **261 – 286 points** |
| **F** | **Below 60%** | **260 points or less** |

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Reading & Assignment Schedule:

**AEC 3073 Intercultural Communication Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Mandatory reading/activity** | **Assignment due** |
| 1 | 08/21 -  08/31 | -Introduction to the course  - Human Life Regulators | Chapter 1 | Pre-flection activity (submit to Canvas on 08/31) |
| 2 | 09/01 -  09/07 | How Culture Affects Perception | Chapter 2 & Chapter 3 | Quiz 1 (09/07) |
| 3 | 09/08 -  09/14 | Nonverbal Communication in Intercultural Contexts | Chapter 4 |  |
| 4 | 09/15 -  09/21 | Language as a Barrier | Chapter 5 | Quiz 2 (09/21) |
| 5 | 09/22-  09/28 | Cultural Dimensions | Chapter 6 |  |
| 6 | 09/29-  10/05 | Values and Identity | Chapter 7 | Quiz 3 (10/05) |
| 7 | 10/06-  10/12 | Culture & Gender | Chapter 8 |  |
| 8 | 10/13-  10/19 | Religion and Identity | Chapter 9 | Quiz 4 (10/19) |
| 9 | 10/20-  10/26 | Country Comparison Presentations | No Mandatory Reading |  |
| 10 | 10/27-  11/02 | Communities: Cultures within Cultures | Chapter 10 and Chapter 11 |  |
| 11 | 11/03-  11/09 | Identity and Communities | Chapter 12 | Quiz 5 (11/09) |
| 12 | 11/10-  11/16 | The Impact of Cultures on Other Cultures | Chapter 13 | (Multicultural Event or Activity 11/15) |
| 13 | 11/17-  11/23 | Future Challenges | Chapter 14 | (Sitcom Assignment Reflection 11/23) |
| 14 | 11/24-  11/30 | Thanksgiving Break | | |
| 15 | 12/01-  12/07 | Review and Reflect  Final Exam | No Mandatory Reading | Agricultural Buddy from Another Country Report (12/01) |
| Final Examination (12/04) |

**This COURSE SCHEDULE is TENTATIVE and will be updated and modified.**

# Academic Integrity

## UF’s Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Plagiarism:

Plagiarism includes taking **verbatim phrases of *just a few words***without permission or full attribution. It includes ***quoting too much*** from your sources, thereby substituting their expression for your own, orquoting too much from one source, effectively taking more than a *fair use*of their work. **Over quoting (direct quotes)**comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes ***unique expression***, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*.  When writing for science and business, we base our work on **facts**obtained from a variety of **credible sources.** We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others’ expression of that information. We obtain permission to use our sources’ expression or give full credit for a *limited, fair use,*including direct quotes.

# Attendance Policies

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and discussion elements. This class relies heavily on participation and attendance. If you do not attend and participate, YOU WILL NOT do well in this course. Changes to due dates will be a whole class decision and will be given in advance. You are given 4 unexcused absences for this course. **The 5th unexcused absence will result in an automatic F** for the class. Absences that comply with university policy will be excused.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)  It is essential that you attend class and are an active member of the class.

# Institutional Policies

## Recording Statement

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 educational 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 delivered by any 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 presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 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. [UF IN-CLASS RECORDING](https://aa.ufl.edu/policies/in-class-recording/)

## 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. [UF ACCEPTABLE USE POLICY](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>

# Student Services

## Health & Wellness

* 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](https://umatter.ufl.edu/) 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](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
* 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.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* GatorWell Health Promotion Services
* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank" \t "_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.ufl.edu/)

## Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation    
0001 Reid Hall, 352-392-8565, [UF Disability Resource Center.](https://disability.ufl.edu/)

[Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)

[Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)