



## Research & Business Writing in the Agricultural & Life Sciences

### AEC3033C

Spring 2025- 3 credit hours

#### Instructor

Dr. Heather Young

Instructional Assistant Professor

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Student hours: Mondays from 1-3 pm in person or via <https://ufl.zoom.us/j/93268520105>

#### Teaching Assistants

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#### Class Times

Asynchronous course with weekly deadlines

#### Location

Online/Canvas

## Course Description

Research & Business Writing in Agricultural and Life Sciences focuses on strategic written communication for the agricultural and life sciences. Students can hone their writing skills, gain experience in effective professional and scholarly writing, and earn 6,000 words toward UF's writing requirement. Emphasis is placed on science communication, critical analysis, ethics, responsibility, accuracy, clarity, coherence, brevity, style, and American English grammar and spelling.

This course establishes the importance of:

- effective communication to success in both educational and professional environments,
- emphasizes writing as a primary form of communication,
- examines the elements of effective written communication in organizational and scholarly areas, and
- explores the causes of ineffective writing and ways to correct them.

## Course Objectives

To enable students to (1) write effectively in scientific, business, and academic contexts, (2) write in a variety of genres using accurate grammar, spelling, and punctuation, and (3) accurately communicate information tailored to the needs and expectations of target and multicultural audiences.

## Requirements

### Textbook:

#### Required:

Johnson-Sheehan, R. (2024). *Technical communication today* (7th ed.). Pearson. <https://www.pearson.com/en-us/subject-catalog/p/technical-communication-today/P200000006746/9780137704453>  
(The 6<sup>th</sup> edition is also acceptable Pearson, (2021). ISBN: 9780137527724)

**\*\*You will need a Packback subscription; you will receive an email to start your subscription. \*\***

#### Recommended:

APA 7th edition Publication Manual or Concise Guide to APA Style: 7th edition

[Amazon link](#) for 7th edition Publication Manual

[Amazon link](#) for 7th edition Concise Guide

### 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 Office Programs
  - [Microsoft Privacy Statement](#)
  - [Microsoft Accessibility Information](#)
  - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
  - [Acrobat tutorials](#)

- [Adobe Privacy Statement](#)
- [Adobe Accessibility Statement](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility Information](#)
- 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](#) is provided if you have additional questions.
  - [Canvas Privacy Policy](#)
  - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
  - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

### **Prerequisite Knowledge:**

AEC3033C has no pre-requisite courses, but students must have junior or senior standing to enroll.

ESL students (and others) may get general writing, grammar, and mechanics assistance in the Writing Studio: <http://writing.ufl.edu/writing-studio/for-students/esl-assistance/>

### **Minimum Technical Skills:**

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- 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 teaching assistants (TA) are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. We also hold student hours weekly in person or via Zoom; links are provided in the [Teaching Assistant](#) section above. The major assignments will be graded, with *meaningful feedback* provided, **within two weeks of their submission**. Quizzes are graded automatically upon submission.

Questions about **class content** should be directed to Dr. Young at [heather.young@ufl.edu](mailto:heather.young@ufl.edu). Brooke Brammer ([brooke.brammer@ufl.edu](mailto:brooke.brammer@ufl.edu)) is our instructional designer and can assist with Canvas content and functionality. She does not grade or have answers to assignment-specific questions, so please do not include her in your content-related messages. Questions about **Canvas** should be directed to the Canvas Help Desk at <http://helpdesk.ufl.edu>.

## Course Expectations

To succeed in this course, you must complete all assignments and quizzes for each module. As you work through the modules, we expect collegial and timely class participation in Packback discussions, on-time submission of assignments, and honest effort. Many assignments involve sharing information and ideas online with colleagues. These discussions are important to the critical analyses you will conduct for writing assignments, along with further developing your communication and critical thinking abilities.

You are expected to engage and interact respectfully with groupmates, as well as with the TAs and the instructor. You can expect such professional interaction from us in return. To ensure you are doing your part to support the free exchange of ideas in this course, please read and follow the Netiquette Guide for Online Courses guidelines.

Your instructor is committed to helping you improve your writing and critical thinking skills. To that end, you can expect constructive feedback on your writing and expression of ideas and opportunities to apply that feedback, including rewrites for the appropriate three assignments, which can help improve both your writing and your scores for those assignments.

You are responsible for all information delivered in class, including information given via Canvas announcements, in the modules, and recorded lectures. Lecture notes are posted but are not a substitute for viewing lectures. You are also expected to contact the instructor or your assigned TA if instructions are unclear or information is missing at least 24 hours before the due date.

**DRC accommodations:** Students must discuss their needs at the beginning of the semester before the need arises.

## AI Policy

This course expects you to write your assignments using your own words unless directions are specifically given to use other forms of technology, such as generative AI.

The availability of artificial intelligence (AI) should not be viewed as a shortcut or the easy way out of an assignment. This course includes assignments where we will utilize the benefits of AI, specifically Generative AI, and we will also spend time identifying AI's shortfalls. Just as we give credit to the work of others, you will be **required to provide the AI output** utilized for the assignment. Using AI and not providing the necessary information or using AI when not explicitly stated in the instructions, the penalty can be a deduction of up to 100%.

## Late Work Policy

You must notify Dr. Young two weeks *in advance* and provide documentation if participation in UF-approved activities can affect your grade. Late Deep Dives will be penalized 10% of the available points for that assignment *per day* unless you have a documented, excused absence submitted to Dr. Young within 24 hours of the missed deadline. The late penalty is automatically assigned in Packback Questions. The Question will lock after the final assignment deadline.

Work submitted more than seven (7) days past the due date will receive a 0 unless arrangements are made with Dr. Young and documentation is submitted **before** the assignment deadline.

**Extensions** for quiz and assignment deadlines are granted only for documented excused absences consistent with UF policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

**Documentation** for excused absences must be provided *within one week* of the absence.

## Assignments

Assignments are submitted electronically through Packback Writing Assignments (Deep Dives) or Canvas, as each assignment instructs. The Canvas submissions allow us to check for proper formatting (i.e., cover letter/resume, reference lists, etc.).

You are responsible for **submitting your assignments correctly**, ensuring they have uploaded successfully, and checking Packback/Canvas for their *return*.

**Optional rewrites** are available for four (4) assignments.

- If you choose to do the rewrite, it must be submitted ***within one week*** of the graded assignment being posted in Packback or Canvas.
- Rewrites are submitted in Canvas only.
- You can earn, at the most, half of the points lost on your initial submission grade.
  - If you earned 90 pts on your initial submission, you would regain 5 pts by submitting an edited rewrite, given that all errors were fixed.
- It is your responsibility to check Packback for your graded assignments routinely, as the assignments don't always automatically sync to the Canvas gradebook.
  - ***Late rewrites will not be accepted.***

**Assignment Points & Explanation:**

Assignments	Due Date	Word Count	Points Available
Packback Questions (Monday Discussions 8) (Issue-related 3)	Weekly		230
Quizzes	Weekly		100
What ANR Science Issue Worksheet (Resubmit until 25/25 is achieved)	Jan 19		25
1. Introduction Email (R)	Jan 26	500	100
2. Analyze Gen-AI Output Part A: Description & Explanation (Start of A6 draft)	Feb 2	500	50
Part B: Reflection on AI-use & Audience Analysis Activity	Feb 9	500	50
1 <sup>st</sup> Reference List check-in	Feb 9		
3. Cover Letter (R)	Feb 16	500	70
4. Résumé (R)	Feb 23	300	30
5. Personal Statement (R)	Mar 2	700	100
2 <sup>nd</sup> Reference List check-in	Mar 2		
6. Annotated Bibliography	Mar 9	500	90
7. Science Issue Analysis	Mar 23	500	30
Final Reference List check-in	Mar 30		
8. Situation Analysis Report	Apr 6	1000	100
9. Research Proposal	Apr 20	1000	100
Final Formatted Submission	Apr 20		25

(R) = Rewrite option

Totals:

6,000

1,100

(A#) = Assignment #

**Course Grading:**

Your assignments are graded according to course rubrics located in Packback/Canvas.

Questions or concerns about your grade must be directed to **your TA within one week** of the assignment's being returned to you before appealing to Dr. Young. Rewrites, available for specific assignments, can help you **earn up to half** the points you missed on the original.

**UF writing requirement:**

The UF writing requirement ensures students maintain their fluency in writing and use writing as a tool to facilitate learning. To receive writing requirement credit, you must receive a grade of C or higher and satisfactorily complete the writing component of the course.

The grading scale follows:

### Grading Scale

<b>A</b>	100 – 95%	<b>C+</b>	<80 – 77%	<b>E</b>	<60 – 0%
<b>A-</b>	<95 – 90%	<b>C</b>	<77 – 73%		
<b>B+</b>	<90 – 87%	<b>C-</b>	<73 – 70%		
<b>B</b>	<87 – 83%	<b>D+</b>	<70 – 67%		
<b>B-</b>	<83 – 80%	<b>D</b>	<67 – 63%		
		<b>D-</b>	<63 – 60%		

Further information about UF grading policies can be found here:

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

### Reading & Assignment Schedule:

Readings are from the **seventh edition** of the textbook. Sixth-edition readings are specified where they differ.

Week	Topic	Readings
I • Jan 12	Welcome video <b>Module 1:</b> Introduction, Issues, & Letters Quiz 1: Intro & Letters (due Jan 18) Packback Discussion Assignment due soon: What science issue do you want...? Worksheet (due Jan 19)	Canvas home page  Ch. 6: pp. 156–175 Ch. 19 (Ch. 18 in 6 <sup>th</sup> )
II • Jan 19	<b>Module 2:</b> Writing Well • Grammar Quiz 2: Writing Well (due Jan 22) Packback Discussion <b>Module 3:</b> Audiences • Writing Styles Quiz 3: Audiences (due Jan 25) Assignment due soon: Introduction Email (due Jan 26)	Appendix A Appendix B  Ch. 2 Ch. 17: pp.497–top of 514 (Ch. 16: pp. 449–465 in 6 <sup>th</sup> )
III • Jan 26	<b>Module 4:</b> APA Style Quiz 4: APA style (due Jan 29) Packback Discussion <b>Module 5:</b> Technical Writing: Definitions & Descriptions Quiz 5: Technical Descriptions (due Feb 1) Assignment due soon: Analyze Gen-AI Output: Part A (due Feb 2)	Ch. 15: pp. 443–463 <a href="https://apastyle.apa.org/instructional-aids/reference-guide.pdf">https://apastyle.apa.org/instructional-aids/reference-guide.pdf</a> <a href="https://apastyle.apa.org/instructional-aids/reference-examples.pdf">https://apastyle.apa.org/instructional-aids/reference-examples.pdf</a> <a href="https://apastyle.apa.org/style-grammar-guidelines/references/examples">https://apastyle.apa.org/style-grammar-guidelines/references/examples</a>  Ch. 1 & 7 <a href="https://www.youtube.com/watch?v=h8HadxqF">https://www.youtube.com/watch?v=h8HadxqF</a>

		<a href="#">EqI</a> [2:31]
IV • Feb 2	<b>Module 6:</b> Tech. Explanations, Instructions & Documentation Quiz 6: Tech. Explanations & Instructions (due Feb 8) Packback Discussion	<a href="https://www.youtube.com/watch?v=9SB4tfD0hxM">https://www.youtube.com/watch?v=9SB4tfD0hxM</a> [26:42] <a href="https://www.youtube.com/watch?v=Esvq0MYiCuQ">https://www.youtube.com/watch?v=Esvq0MYiCuQ</a> [6:27]
	Assignment due soon: Analyze Gen-AI Output: Part B (due Feb 9) 1 <sup>st</sup> Reference List check-in	
V • Feb 9	<b>Module 7:</b> Cover Letter, Résumé & Personal Statement Quiz 7: The Job Search (due Feb 15) Packback Discussion	Ch. 5 Ch. 6 <a href="https://careerhub.ufl.edu/channels/professional-communication/">https://careerhub.ufl.edu/channels/professional-communication/</a> <a href="https://careerhub.ufl.edu/channels/create-a-resume/">https://careerhub.ufl.edu/channels/create-a-resume/</a> <a href="https://careerhub.ufl.edu/channels/create-a-cover-letter/">https://careerhub.ufl.edu/channels/create-a-cover-letter/</a>
	Assignment due soon: Cover Letter (due Feb 16)	
VI • Feb 16	<b>Module 8:</b> Science Communication • Issue Analysis • Brainstorming Quiz 8: Science Communication (due Feb 22) Packback Discussion	Ch. 1: pp. 4–11 Ch. 3: pp. 49–56
	Assignment due soon: Résumé (due Feb 23)	
VII • Feb 23	<b>Module 9:</b> Persuasive Writing Quiz 9: Persuasion (due Mar 1) Packback Discussion	Ch. 14 (Ch. 13 in 6 <sup>th</sup> ) Ch. 16 (Ch. 15 in 6 <sup>th</sup> ) Ch. 17: pp. 514–522 (Ch. 16: pp. 465–473 in 6 <sup>th</sup> ) <a href="https://careerhub.ufl.edu/channels/write-a-personal-statement/">https://careerhub.ufl.edu/channels/write-a-personal-statement/</a>
	Assignment due soon: Personal Statement (due Mar 2) 2 <sup>nd</sup> Reference List check-in	
VIII • Mar 2	APA Quiz (due Mar 8) Packback Discussion	APA <a href="https://apastyle.apa.org/style-grammar-guidelines/references/examples">https://apastyle.apa.org/style-grammar-guidelines/references/examples</a>
	Assignment due soon: Annotated Bibliography (due Mar 9)	
IX • Mar 9	<b>Module 10:</b> Research Reports & Proposals Quiz 10: Research Reports & Proposals (due Mar 14) Packback Discussion	Ch. 9 Ch. 11 Ch. 15 (Ch. 14 in 6 <sup>th</sup> )



	Assignment due soon: Science Issue Analysis (due Mar 23)	
March 15–22	– SPRING BREAK –	NO CLASSES
X • Mar 23	APA Quiz (due Mar 29)	APA <a href="https://apastyle.apa.org/style-grammar-guidelines/references/examples">https://apastyle.apa.org/style-grammar-guidelines/references/examples</a>
	Assignment due soon: Final Reference List check-in (due Mar 30) Packback Discussion	
XI • Mar 30	<b>Module 11:</b> Intercultural Communication Quiz 11: Intercultural Communication (due Apr 5) Packback Discussion	Ch. 2: pp. 33–40 (Ch. 2: pp. 30–40 in 6 <sup>th</sup> )
	Assignment due soon: Situation Analysis (due April 6)	
XII • Apr 6	<b>Module 12:</b> Communication Law and Research Ethics Packback Discussion	Ch. 4
XIII • Apr 13	<b>Module 12(cont.):</b> Communication Law and Research Ethics Quiz 12: Law & Ethics (due Apr 19) Packback Discussion	<a href="https://www.youtube.com/watch?v=mtLPd2u4DiA">https://www.youtube.com/watch?v=mtLPd2u4DiA</a> [7:12]
	Assignment due soon: Research Proposal (due April 20) Final Formatted Proposal (due April 20)	
XIV • Apr 20	Final Week of Classes –  All work must be submitted by 5:00 pm on April 23 <sup>rd</sup> to be included in your final grade, any submissions attempted after that will not be accepted.	

UF classes end on Wednesday, April 23.

The instructor reserves the right to amend this syllabus as necessary.

### Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on what we cover in class and relate topics to real-world applications. Watch this [video](#) for a brief introduction to Packback Questions and why we use it in this class.

#### *Packback Questions Requirements:*

Participation in/on Packback will count toward 10% of your overall course grade. Monday Discussions have different requirements than the 'Introduce yourself,' Analyze your audience,' and 'Brainstorm communication solutions' discussions, so please pay close

attention to the assignment details. Discussions will become available on Sunday mornings at 12:00 a.m. There are bi-weekly deadlines of Thursday and Sunday for submissions unless otherwise stated in Packback. To receive full credit, you must submit the following:

- One question by Thursday @ 11:59 p.m.
- Two responses by Sunday @ 11:59 p.m. (or 5 responses for the 3 'issue-related' discussions)
- Achieve a Curiosity Score of 65 or greater.

#### *Packback Writing Assignments (Deep Dives)*

Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with an AI Research Assistant who will help you gather your notes and cite your sources and a Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

#### *Deep Dives Requirements:*

Here are your Deep Dives assignments for this course:

- ◇ Analyze Gen-AI Output
  - Part A: Due Date: February 2
  - Part B: Due Date: February 9
- ◇ Cover Letter
  - Due Date: February 16
- ◇ Personal Statement
  - Due Date: March 2
- ◇ Science Issue Analysis
  - Due Date: March 23
- ◇ Situation Analysis Report
  - Due Date: April 6
- ◇ Research Proposal
  - Due Date: April 20

#### *How to Register on Packback:*

Packback requires a paid subscription.

1. Click "Packback" within Canvas to access our community.
2. Follow the instructions on your screen to finish your registration.
3. For your grade to be visible in Canvas and for them to sync correctly, you must access Packback only directly from the Canvas page.

#### *How to Get Help from the Packback Team:*

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](https://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

## **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 the [UF Student Code of Conduct Webpage](#).

### 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, or quoting 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

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](#).

### 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](#)

### 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](#)

### 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](#) 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.
  - 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](#).
- University Police Department

- Visit [UF Police Department website](#) 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](#) or call 352-273-4450.

### **Academic Resources**

- E-learning technical support
- Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#)
  - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
  - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
  - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
  - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
  - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
  - View the [Distance Learning Student Complaint Process](#).

### **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](#).