

**GLY2010C – Physical Geology
Course Information Spring, 2025
Instructor: Dr. Ryan Wilhelmi
Course numbers 18463, 13191, 20818**

Credits: 4

Pre-requisites: None

Time: Class is a fully online asynchronous class

Office Hours: TBA (Via Zoom)

Zoom office hours meeting room: <https://ufl.zoom.us/j/4902865705>

Email: Please use the mail tool within Canvas. Alternatively, I can be reached at rwilhelmi@ufl.edu (only use if Canvas isn't available)

Office: Virtual Only

Teaching Assistant: Carson Beattie; carsonbeattie@ufl.edu

Office Hours: Virtual Only (Zoom, email) TBA

Join Zoom Meeting

Required Materials:

Texts: The class is a part of the All Access program. You will have immediate access to electronic versions of both the text and lab manual along with access to the Norton online learning system Smartwork™. **You are required to opt in by the specified deadline** to maintain access. Print copies of the texts are available for an additional fee. Note that Smartwork™ and the Guided Learning Activities come free with the package. You do not need Smartwork™ to complete the assignments, however the Guided Learning Activities are used as extra credit assignments (total of 3% EC possible). **If you acquired the textbook and lab manual through means other than ALL access** or purchase of new printed materials that include an access code (the textbook, lab manual and rock/mineral kit, see below, are ALL required), you may purchase access to the Guided learning activities separately via the canvas course website (\$20). Once again, opting in to ALL ACCESS by the specified deadline provides access to all materials EXCEPT the **rock and mineral kit**

Earth: Portrait of a Planet 7th Edition by Stephen Marshak, published by Norton (6th Edition is acceptable for those not using ALL ACCESS).

Laboratory Manual for Introductory Geology 4th Edition by Allan Ludman and Stephen Marshak, published by Norton.

Due to the structure of teaching and learning in this course, you will find it **impossible** without these materials.

Rock and Mineral Kit for this class: Several of the labs are based on a physical kit of rocks and minerals for this class. This is a custom kit and is only available for purchase from the UF Bookstore. There are several GLY classes that have kits associated with them so be sure to get the correct one for this course's sections of GLY2010C (see top of syllabus). The rock and mineral kit for this class is called: UF Mineral & Rock Collection--Item #470122-540

We start using this kit in Module 3 (~ week 4 of the semester) so be sure to get it in time.

Course Fees: Lab material/supplies fee and equipment fee totaling \$4.88

Course Description:

The focus of this course is how processes operating within the Earth system shape its surface, control its environment and influence the evolution of systems operating within it.

Course Schedule:

The schedule for all assignments, discussions and assessments is available on the Canvas course web site.

Critical Dates: Exam 1-February 14, Exam 2-March 27, Exam 3-April 30 (Dates are approximate for now)

Course Objectives:

1. Learn about the processes and events that shape the planet around you, so you can better understand the environment in which you live.
2. Further your understanding of the process of scientific inquiry as a means to refine critical thinking skills.

Course Design:

Course content will be broken into ~12 modules with assigned readings, video lectures, assignments discussions and quizzes. Assignments and quizzes are due on the last day of each module, but require substantial time and should not be left for the last day. Module quizzes are not proctored but they are timed (generally 20-25 minutes). Module quizzes consist of 15-20 objective style questions, and have only one attempt at the module quiz. In addition to module quizzes your understanding of the material will be assessed with 2 proctored hourly exams during the term and a cumulative proctored final exam.

Course Communication and Canvas e-learning Site:

ALL course announcements (including time-sensitive ones) will be sent out via Canvas Announcements tool, therefore it is very important that you set your personal settings so that you receive notifications of Canvas announcement immediately. Course materials, schedules, surveys, quizzes, readings, assignments etc. will be posted to the Canvas site. ALL email communications MUST be sent from (and will be sent to) your gatorlink accounts or be sent through the Canvas email tool. Before sending me a question via email please check the syllabus and class website for the answer to your query. This will help me attend emails quickly. If you do not get a reply in 48 hours, please do not hesitate to resend your email.

Expectations:

Your instructor will put considerable effort into this class and therefore, they expect the same from you. It is vitally important that you understand all the major concepts covered. This is an important class for developing geological thinking– you must keep up with readings, class assignments and lab assignments. Your instructor is committed to helping you succeed and is willing and available to help. However, they cannot help unless you **ASK FOR HELP**. If you are experiencing difficulties (for any reason), please seek assistance as soon as possible. We are here to help.

Class Participation:

Class participation is very important – you should be actively engaged in module discussion forums. Additionally, ask questions about topics you do not understand, of questions about assignments. There will always be several other students who will benefit from you asking a question. There is a course questions discussion forum that will be checked daily. Both your TA and instructor are also available via email (which is checked frequently) and during office hours. The more engaged you are, the more you will get out of this class. This is a **judgment free-zone** where getting answers wrong is equally, if not more valuable, to your learning than getting answers right. **Don't be afraid to be wrong on the road to understanding the material.**

Attendance/Absences:

This is an online asynchronous class, and synchronous attendance is not required. However, if you expect to be unable to attend to your class work for any reason please contact the instructor as soon as possible. Timely participation in discussions is critical to their effectiveness, and you are expected to actively participate and respond promptly to discussion posts. Typically, there is only a couple of days between the initial post deadline and follow-up discussions that must ensue and be completed.

Disclaimer regarding recording of optional live sessions:

This class does not meet synchronously, but occasionally there may be optional live help sessions or exam review sessions. These sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Late Work Policy and Make-ups:

I will accept late submissions (for any reason) up to one week after the original deadline with a deduction of 5% (of the total points) for each day late (i.e. if your work is graded at 90% and it is 3 days late you will receive a grade of 75%). For Modules 4, 8 and 12 (which occur right before exams 1, 2 and 3 respectively) late quizzes will not be

accepted without a documented excuse. No work will be accepted after the one-week late submission window without permission from the instructor. Schedule conflicts/deadline extensions discussed with the instructor in advance will be considered on a case by case basis. If you have a written excuse from a doctor (for illness) or family member (for a family emergency) AND let the instructor know within a week of the assignment being due, you will not be penalized for late work as long as it is handed in by a re-scheduled date. If you have a preexisting conflict with one of the scheduled exams, any discussion with the instructor regarding re-scheduling must be made at least one week prior to the exam. In case of sudden illness or family emergency, please notify the instructor as soon as possible (within no more than 1 week). Appropriate documentation may be required.

Etiquette, Disabilities, Cheating:

All students are expected to adhere to the student honor code (<http://www.dso.ufl.edu/judicial/honorcode.php>). Cheating and plagiarism will not be tolerated and any assignment/exam, and where there is evidence of either students will be given a zero. Multiple offences may result in automatic failure of the course, at the discretion of your instructor. For students with Disability Resource Center accommodations the Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The Dean of Students Disability Resource Center website is <http://www.dso.ufl.edu/drc>.

U Matter, We Care:

Your wellbeing is important to the University of Florida (and your instructor/TAs). The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Assessment and Grading:

Each module will have a timed, graded quiz for which you will have two attempts (highest score kept). Quizzes are not accepted after the submission deadline without prior approval or a documented valid excuse. Your lowest module quiz score will be dropped.

There will be 3 proctored exams. All tests and exams will be closed book/closed resources and proctored using Honorlock.

Grade Weights:

Course Component	Weighting (%)
Norton Smartwork Guided Reading Explorations (extra credit)	3
Assignments	25
Discussions	10
Module quizzes	20
Hourly Exams (3)	45

Determination of Final Grades:

Raw scores will be weighted according to the grade weights for each performance area as set out in the grade weighting section. Letter grades are as follows:

A=93% or above, A-= 90-93%, B+=87-90%, B=83-87%, B-=80-83%, C+=77-80%, C=73-77%, C-=70-73%, D+=67-70%, D=63-67%, D-=60-63%, F=<60%. Details of grade point assignments and UF Grading policies can be found at :

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

Syllabus is subject to change – including the number of assignments and grading. You will be notified in a reasonable time frame if there are any changes.

General Education Information

GLY2010C Physical Geology is a GenEd physical science (P) course. Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

General Education Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Physical and Biological Sciences Subject Area Student Learning Outcomes

Content	Critical Thinking	Communication
Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method within the subject area. Identify, describe, and explain the major scientific developments within the subject area and the impacts on society and the environment. Identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.	Formulate empirically-testable hypotheses derived from the study of physical processes or living things within the subject area. Apply logical reasoning skills effectively through scientific criticism and argument within the subject area. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes	Communicate scientific knowledge, thoughts and reasoning clearly and effectively.

This course challenges students to investigate physical, historical, economic and societal aspects of geology. Successful completion of all aspects of this course requires students to demonstrate ability in each of the *Student Learning Outcomes* listed above.

Each of these three SLO areas is addressed at the module-level. Module-level quizzes assess basic content standards regarding terminology and concepts and lab assignments further reinforce this and methodologies in geology. Classroom and lab activities and discussions focus on critical thinking and communication in the geosciences. The nature of science, the scientific method and development of Plate

Tectonic Theory are specifically addressed in Modules 1 and 2 and reinforced throughout the remaining modules.

A minimum grade of C is required for general education credit.

Module Descriptions:

Module	Key Topics	Reading	Assignments
1	<p>Origin of the Earth & Earth Structure</p> <ul style="list-style-type: none"> • Scientific method • Earth in the context of the Universe, origin of the Universe and elements, formation & differentiation of the Earth • Composition of the Solar System, Earth's magnetic field, composition of the atmosphere, major features of the Earth's surface, basic Earth materials and the compositional/thermal structure of the Earth • Geologic Time and methods of establishing relative and absolute chronologies in geology 	Prelude & Ch. 1-2	<p>Assessments and discussions: In addition to core concepts listed, assessment questions include a focus on the nature of science and scientific constructs. Discussion focusses on exploring subdisciplines within the geological sciences.</p> <p>Lab activities: Students investigate geologic time, use relative dating rules to hypothesize geologic histories, undertake quantitative investigations (unit conversion, normalization) to visualize the depth of Geologic time.</p>
2	<p>Continental Drift, Seafloor Spreading & Plate Tectonics</p> <ul style="list-style-type: none"> • Contributions of Alfred Wegener, Harry Hess, Frederick Vine & Drummond Matthews to the evolution of the theory of plate tectonics • Evidence on which plate tectonic theory is based • Basic principles of plate tectonics: major plate configuration, types of plate boundaries and the major processes associated with them. 	Ch. 3-4	<p>Assessments and discussions: In addition to core concepts listed, assessment questions include questions related to the historical developments that led to the advent of Plate Tectonic Theory as an overarching Theory in the Earth Sciences. In the module discussion students investigate the historical events that led to Plate Tectonic Theory and undertake a discussion on the role of peer review in the process of science.</p> <p>Lab activities: Students investigate plate tectonic data and associations and analyze data to determine relative and absolute plate motions</p>
3	<p>Minerals</p> <ul style="list-style-type: none"> • Definition of a mineral, crystal structure, mineral properties, classification and common rock forming minerals. 	Ch. 5	<p>Assessments and discussions: In addition to assessing the core concepts listed, in the module discussion focusses on peer-to-peer interaction to support data acquisition and hypothesis formulation/testing regarding mineral identification.</p>

			<p>Lab: Students learn to make fundamental observations of mineral physical properties, use these data to hypothesize IDs/classifications for unknown minerals. After receiving feedback students then perform additional higher -order observations to test and, if necessary, revise their hypotheses.</p>
4	<p>Introduction to Rocks, Igneous Processes, and Igneous Rocks</p> <ul style="list-style-type: none"> • Definition of a rock and basic rock classification • Origin of igneous rocks, chemical and physical properties of magma, melting & crystallization, Bowen’s Reaction Series, classification of igneous rocks and different environments of formation in relation to plate tectonic setting. 	Int. A & Ch. 6	<p>Assessments and discussions: In addition to core concepts listed, assessments emphasize interpretation of rock characteristics to hypothesize the composition and origin of formation for different kinds of igneous rocks. In the module discussion student’s investigate rock and mineral chemical data and apply knowledge of magmatic differentiation via fractional crystallization to predict evolution of magma chemistry.</p> <p>Lab: Students apply knowledge and skill to classify and make interpretations regarding the origin of igneous rocks.</p>
5	<p>Sedimentary Processes, Rocks, and Environments</p> <ul style="list-style-type: none"> • Weathering and the formation of sediment • Classification of sedimentary rocks, sedimentary structures, environments of deposition and sedimentary basins. 	Int. B & Ch. 7	<p>Assessments and discussions: In addition to core concepts listed, assessments emphasize interpretation of rock characteristics to hypothesize the composition and origin of formation for different kinds of sedimentary rocks. The module discussion focusses on peer-to-peer interaction to support data acquisition and hypothesis formulation/testing regarding sedimentary rock identification.</p> <p>Lab: Students apply knowledge and skill to classify and make interpretations regarding the origin of sedimentary rocks.</p>
6	<p>Metamorphic Processes, Rocks, and Environments</p> <ul style="list-style-type: none"> • Causes of metamorphism, classification of metamorphic rocks, metamorphic grade, environments of metamorphism and their relationship to plate tectonics. • Rock cycle 	Ch. 8 & Int. C	<p>Assessments and discussions: In addition to core concepts listed, assessments emphasize interpretation of rock characteristics to hypothesize the composition and origin of formation for different kinds of metamorphic rocks. The module discussion focusses on applying knowledge from the previous modules to hypothesize probable rock-forming environments from rock associations.</p> <p>Lab: Students apply knowledge and skill to classify and make interpretations regarding the origin of metamorphic rocks.</p>
7	<p>Volcanoes and Volcanic Hazards</p> <ul style="list-style-type: none"> • Products of volcanic eruptions, volcano structure and eruptive style, geological settings of volcanism and volcanic hazards 	Ch. 9	<p>Assessments and discussions: In addition to assessing the core concepts listed, in the module discussion student groups analyze volcano hazard maps and engage in a</p>

			<p>discussion about hazard mitigation, personal choices, and society.</p> <p>Lab: Students investigate different kinds of maps and map projections, use elevation data to create a topographic contour map (and investigate contouring, in general) and learn to read USGS quadrangle topographic contour maps and use them to interpret landforms</p>
8	<p>Earthquakes and Earthquake Hazards</p> <ul style="list-style-type: none"> • Origin of earthquakes, seismic waves, earthquake magnitude, geological settings of earthquakes and earthquake hazards • Seismic discontinuities and the internal structure of the Earth 	Ch. 10 & Int. D	<p>Assessments and discussions: In addition to assessing the core concepts listed, in the module discussion student groups continue discussions about geohazards and societal risk from Module 7 with the emphasis on seismic hazard and factors that contribute to or mitigate risk.</p> <p>Lab: Students interpret seismic data to locate earthquakes, further explore seismic hazards and are introduced to geologic maps and interpretation of fault structures.</p>
9	<p>Deformation & Mountain Building</p> <ul style="list-style-type: none"> • Types of deformation and strain; faults, folds and foliation; geological settings of deformation, dynamics of deformation and the Wilson Cycle 	Ch. 11	<p>Assessments and discussions: In addition to assessing the core concepts listed, in the module discussion student groups explore the concept of isostasy (introduced in Module 2) in more detail and use their understanding of orogenesis to make predictions regarding the temporal evolution of an orogen.</p> <p>Lab: Students interpret geologic maps and interpret geologic structures including faults and folds and propose hypothesized histories for the terrain represented on the map based on these observations.</p>
10	<p>Streams and Floods: The Geology of Running Water</p> <ul style="list-style-type: none"> • Stream processes and associated landscape evolution, flooding hazards 	Int. F, Ch. 17	<p>Assessments and discussions: In addition to assessing the core concepts listed, in the module discussion student groups investigate current issues regarding Florida surface waters. Topic varies (examples include everglades restoration, algal blooms, lake Okeechobee, etc.)</p> <p>Lab: Students interpret maps and data to investigate and interpret stream processes, drainage systems and flooding hazards</p>
11	<p>Groundwater Processes and Resources</p> <ul style="list-style-type: none"> • Aquifers, water table, groundwater flow, springs, management of groundwater resources, sinkholes, and the formation of karst landscapes 	Ch. 19	<p>Assessments and discussions: In addition to core concepts listed, assessments emphasize factors that control groundwater flow (Darcy's law), different kinds of aquifers, Florida water resource management and aquifers, and mitigation of groundwater contamination. In the module discussion students engage in a discussion (topic varies) regarding Florida groundwater resource issues (examples include</p>

			<p>salt water intrusion, groundwater contamination/remediation, etc.).</p> <p>In Lab: Students investigate karst processes, karst processes, groundwater resources and use data to create contour maps of the potentiometric surface to analyze the consequences of drawdown due to pumping, predict groundwater flow directions and hypothesize the spread of groundwater contamination.</p>
12	<p>Coastlines, coastal Processes, and Hazards</p> <ul style="list-style-type: none"> Passive continental margins, wave action and energy, coastal landforms, and coastal hazards 	Ch. 18	<p>Assessments and discussions: In addition to core concepts listed, assessments emphasize coastal geology, coastline evolution and coastal engineering. Particular emphasis is places on Florida coastlines and coastal evolution, barrier islands, and coastal hazards. In the module discussion students engage in a discussion regarding sea-level rise and at what governmental level society might address challenges associated with rising seas.</p> <p>In Lab: No lab assignment associated with module 12.</p>

UF POLICIES:

Disclaimer regarding recording of live sessions:

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 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 Note: In the event of Zoom meetings (for example, an evening review session), these may be audio visually recorded by the instructor for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

University Policy on Accommodating Students with Disabilities : Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). 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. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Student Evaluation of Course and Instructor: 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 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 ufl.bluera.com/ufl/ . Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/ .

Academic Honesty: By enrolling in this course, you agree to the University's Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Failure to comply with this code will result in a failing (E) grade in this course. If you are unsure if what you are doing would constitute breaking the code, contact the instructor. For example, working as a group in lab is a good way to bounce ideas and learn from each other. However, each student still needs to turn in their own individual work and come to their own justifiable conclusions.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

UF ONLINE HANDBOOK: Additional information can be found on <http://handbook.uflonline.ufl.edu/>

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

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

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

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.](#)

Getting Help:

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/>

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

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support