

First Year Florida, Section 12848

Tuesday/Thursday 12:30 – 1:45 PM, Matherly Hall Room 0051

Instructor Quotes:

"Believe you can and you're halfway there" by Theodore Roosevelt.

"My silences had not protected me. Your silence will not protect you." –
Audre Lorde

Program Values

New Student and Family Programs aspires to be the premiere provider of innovative, transitional experiences for students and their family members. In pursuit of this aspiration, we are committed to four core values, which are:

- The provision of support for students and their communities.
- The promotion and protection of diversity, equity, inclusion, and justice, which involve, but are not limited to, the honoring of beliefs, attitudes, languages, interpersonal styles, and values of all individuals, as well as the creation of environments that are inclusive, respectful, and equitable (North American Association for Environmental Education).
- The development of our students' and their communities' personal, academic, and professional capacities, as well as of programmatic elements that provide effective, meaningful experiences that further said development.
- The pursuit of personal, academic, and professional success, however defined by the students and communities we serve.

Land and Labor Acknowledgement:

We acknowledge the land we live and work on by naming the Timucua and Seminole Peoples, upon whose unceded and stolen territory the university now stands. We further acknowledge the enslaved peoples, primarily of African descent, whose labor was exploited to fund the construction of the East Florida Seminary School, the historical forerunner institution to the University of Florida.

Goals and Objectives

First Year Florida is a course designed to aid students in a successful transition to

the University of Florida. This course aims to help students develop the practical, social, emotional, and intellectual skills that are essential to a fulfilling four years at UF, provide a foundation for a well-rounded college experience, connect students to the University of Florida, promote engagement within and outside the classroom, and communicate university expectations.

As a result of taking this course, students will pursue four main learning outcomes, which are to...

1. Begin a successful academic transition to the University of Florida, which involves:
 - a. Exploring career and research options.
 - b. Utilizing advising resources.
2. Continue their transition into the broader UF community and develop their own personal senses of community, independence, and interdependence, which involves:
 - a. Exploring opportunities for student involvement and leadership.
 - b. Getting engaged with other students and participating in community service.
 - c. Learning about and applying principles related to diversity, equity, and inclusion.
3. Set a foundation for personal and communal health and wellness, which involves:
 - a. Exploring the nine domains of wellness, as defined by UF GatorWell: cultural, intellectual, occupational, physical, emotional, social, spiritual, environmental, and financial.
4. Learn how to navigate formal and informal institutions at the University of Florida, which involves:
 - a. Connecting with support services and resources, both offered by the University of Florida and the greater Gainesville community.
 - b. Developing a sense of self, both personal and professional, in the context of UF and beyond.

c. Developing communication and conflict-resolution skills.

Pursuant of these outcomes, students in this course will...

- Connect with faculty, staff, and peers at the University of Florida.
- Identify university resources and services that contribute to their personal and educational goals.
- Recognize the purpose of reflection, critical thinking, and enriching educational opportunities within and outside the classroom.
- Evaluate the effects of personal and communal well-being on student success and engagement.
- Recognize the academic, conduct, and citizenship expectations of the University of Florida.
- Begin to develop an awareness and respect for being a part of diverse communities, both at the University of Florida and in larger local, state, national, and international contexts.
- Identify personal means by which they can become engaged, active members of their respective communities.

Required Readings:

- **First Year Florida Course Packet**
- **[Other readings as instructors assign]**

Technology: (Personalize to your team's policy)

This class will utilize Canvas for assignment submissions in conjunction with on-paper assignments.

Absence/Late Policy (Personalize to your team's policy):

All absences and late arrivals must be accompanied with an excuse to receive participation or tardy points. Students are counted tardy after five minutes, no exceptions. Attendance is approximately 30% of your grade and is integral to your success in this class. Excused absences include University Sponsored events, Religious Holidays with prior notice, Medical/Emotional/Family Emergencies with appropriate documentation. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

U Matter, We Care Initiative

Your well-being is important to the University of Florida. 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 are 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.

Academic Honesty:

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at <https://sccr.dso.ufl.edu/>, and ask the instructors to clarify any expectations you do not understand.

The Honor Code: "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."

Pledge: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

ADA Statement:

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Expectations of Classroom Behavior:

As college students, you will be treated and respected as an adult. You are expected to do your best work, meet assignment deadlines, and treat other members of the class and the University with courtesy and respect.

Everyone in this course deserves to be treated with respect, should expect to be treated with respect, and is expected to treat others in kind. Throughout our class discussions, presentations, and other activities you will be expected to be respectful of one another and any presenters. Throughout the semester we will be discussing some challenging issues, and it is essential that you remain open-minded, present, and respectful. We encourage everyone to share their opinions and beliefs, but students must not express these in a way that may be offensive to or disparaging of others.

Finally, disruptive behavior will not be tolerated. Cell phones must be off or on silent before entering the classroom.

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but First Year Florida students will be given a specific time to complete it during class. Students enrolled in First Year Florida will be asked to complete a separate course evaluation. This is a time for you to provide direct feedback on your Peer Leader and Instructor.

Grading Scale

This course adheres to the UF Grading policy for assigning grade points. For more information please visit:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Below is the course grading scale:

94-100 (A); 90-93 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

Course Overview

[Most Summer B classes meet twice a week, and all Fall classes meet once a week. Please reference the UF 21-22 Academic Calendars for more information

regarding holidays, breaks, etc.: <https://catalog.ufl.edu/UGRD/dates-deadlines/2021-2022/>]

Date/Topic	Description	Assigned Reading	Assignment Due
06/29/2021	We will introduce class and what the semester will look like	First Year Florida Course Packet	Gator Careerlink Profile
07/01/2021	As a class, we will activate and take the Clifton strengths quest quiz and have a brief discussion.	www.strengthsquest.com	Clifton Strengths Quest Reflection
07/06/2021	Career Connections Presentation	N/A	Budget Balance/Worksheet
07/08/2021	Gator Well Presentation	N/A	
07/13/2021	Harn Museum Tour		Class Picture
07/15/2021	Perspective Presentation: this assignment will address some resources on campus that may open your perspective to varying student identities across campus. Visit MCDA, IBC, La Casita, Reitz Union	N/A	Rec Sports Upload
07/20/2021	Student Affairs Presentation Field & Fork Pantry Visit	https://pantry.fieldandfork.ufl.edu/	
07/22/2021	Undergraduate Research Presentation		One-on-One Meeting Reflection
07/27/2021	Mindfulness – in class, students will complete an activity that centers around mindfulness	https://www.mindful.org/what-is-mindfulness/	

07/29/2021	Resource Presentations - students will present as a group	N/A	
08/03/2021	Resource Presentations – students will present as a group.	N/A	
08/05/2021	End of term discussions	N/A	Service Project Reflection
Community Service Project			

Assignments

Points Possible	Assignment	Due Date
30	Gator CareerLink Profile Activation/Class Introduction	07/02/2021
25	Activity Fair Reflection	07/29/2021
25	Clifton Strengths *in class activity/reflection	07/01/2021
15	One-on-One Meetings	07/13 - 07/22/2021 *instructors will reach out to schedule a time
15	Rec Sports	07/15/2021
50	Resource Presentation	08/03/2021
15	Budget Upload	07/08/2021
25	Service Project Reflection	08/05/2021
100	Participation	08/05/2021
300	Total Possible Points	

Assignment Description

Gator CareerLink Profile Activation Assignment

Gator CareerLink is the portal to UF resources that can help you explore career paths, find ways to gain experience and begin preparing for your career now! By activating your account, you will have access to all the Career Connection Center's services including job and internship postings, Career Planning appointments, an online mock interview module, and a calendar of all upcoming events and workshops. Activating your profile as a first-year student

allows you to become familiar with the Gator CareerLink system and connects you to the C3 right away.

Part 1: To activate your profile and receive credit for your assignment, follow these simple steps:

1. Go to <https://career.ufl.edu/>
2. Click on Gator CareerLink Student Login.
3. You will be directed to a UF Authentication page. Type in your GatorLink username and password.
4. Next, click on "My Profile."
5. Fill out both the Personal and Academic profile as much as possible. You must complete all fields with a red asterisk in order to have an active profile. Make sure to save your information.
6. Once your profile is complete, click on "My Jobs."
7. Find and print an internship, part-time, full-time or volunteer experience you would be interested in applying for now or in the future. To receive credit for this assignment, turn in the printed job description to your FYF instructor. You do not actually have to apply for the position- this is just for practice.

Part 2: [Instructor can personalize to do a Career Focused lesson plan, activity or have students attend specific services within the Career Connections Center. Please update with your preferences.]

If you have problems activating your account, please email

GCLHelp@ufsa.ufl.edu with your name, UF ID # and description of technical problem

The Service Project

As a class, we will decide on and create a service opportunity for us to complete together. This can be on or off-campus. The options vary from hosting a Food Drive with the UF Field & Fork pantry, pulling weeds at Wilmont Gardens, assisting at Grace Marketplace, etc. The choice is ours!

To receive credit on this assignment, you must:

1. Participate in the selection of a service project location.
2. Attend the service project with the class.
3. Complete the individual portion of the service project (see below).
4. Bring your project to class to share with others what you learned and how you would spread awareness to others.
5. Participate in the class debrief [Instructors decide what the debrief looks like, e.g., group discussion in class, Canvas discussion board, etc.].

The individual portion of the service project entails:

Write a reflection of your experience with the service project. Briefly talk about what you did and then explain how you felt. What were your thoughts about the

project? How did you feel? What parts did you enjoy and what parts did you wish were different? Would you do it again?

Activity Fairs

Activity fairs are great opportunities for new students to connect with other students, faculty, staff, and various campus resources.

Fairs you can attend include:

- Recstravaganza
- Study abroad fair
- Involvement fair
- Career fair
- Housing fair
- Majors and Minors fair

You are required to attend at least one and encouraged to attend more if you are interested. Dates and links for the fair will be posted to Canvas. [Instructors can personalize how students receive credit for this assignment, e.g., taking a selfie at the fair, talking to some of the booths, writing a brief reflection about their experience, etc.]

GALLUP CliftonStrengths

Recognizing your own strengths is the first step to improve yourself. The GALLUP CliftonStrengths assessment is a thirty-minute-long assessment that measures your talents and categorizes them into 34 themes. It gives you personalized results that helps you to develop your own skills. To fulfill this assignment, follow these instructions:

1. Go to www.strengthsquest.com
2. Select the "Purchase" tab near the top of the page
3. Under Step 1, click on "Buy Top 5"
4. Select "Learn More" for the \$11.99 Educator Price for CliftonStrengths for Students Top 5
5. Select "Individual" with Quantity: 1
6. Create an account, and proceed to checkout
7. Complete the assessment, then upload a screenshot of your top 5 strengths to Canvas
8. Briefly explain how you relate to 3 out of 5 of your strengths.

One-on-One Meeting Reflection

Your instructor and peer leader would love to get to know you! We are not only here to guide you through this course, but also to help in any way they can. Therefore, we encourage students to schedule a one-on-one meeting with either instructor throughout the semester. Afterward, write a short summary of

the meeting and upload it onto Canvas. We look forward to meeting with everyone!

Budget Worksheet

An important part of college is beginning the process of learning how to manage your income to ensure you are practicing fiscal responsibility. After the Career Connections Center presents, you will create a personal budget based on your finances/needs. A sheet will be provided for you to fill in and upload to canvas.

Rec Sports

Attend a group fitness course through Rec Sports or visit one of the gyms on campus (Student Rec or Southwest). Then, take and upload a photo onto Canvas. We highly encourage you to reach out to your classmates and go together!

Resource Presentation

For this assignment, you will be paired up in groups of 3 and create a presentation about any resource on campus that is not heavily covered in class. (We will have a list of possible resources, but if you have one in mind that is not on the list, let us know). Let your instructor or peer leader know what resource you decide. Resources will be first come, first serve so don't to wait till the last minute!

In your presentation, you will highlight the features and importance of the campus resource. You can present a PowerPoint, film a video, or create a visual aid (such as a poster). Feel free to be creative!

Participation

This class is what you make of it! The more you put in, the more you get out. We encourage you to actively participate in class discussions or group activities. 😊