SLS1102: ENHANCING FRESHMAN EXPERIENCE SYLLABUS

FALL, 2022 MEETING: WEDNESDAY (12:50-1:40PM) ROOM: FLI0101 - Keene-Flint Hall

LAND AND LABOR ACKNOWLEDGEMENT

The University of Florida acknowledges the Timucua, Seminole, and all other Indigenous peoples who live, have lived, and recognize their ancestral connection to these lands since time immemorial. 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.
To learn more about the significance of the Indigenous peoples in this region and throughout the nation, we encourage all to inquire more at Know the History of the Land you Inhabit and explore native-land.ca for additional insight.

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Additional sites for further education:

- **https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/**
- **https://native-land.ca/about/why-it-matters/**
- **https://sustainable.ufl.edu/2021/11/17/action-of-the-month-know-the-history-of-the-land-you-inhabit/**.

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.

Learn how to navigate formal and informal institutions at the University of Florida, which involves:

4.
   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 22-23
- [Other readings as instructors assign]

TECHNOLOGY

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

ABSENCE / LATE 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

Date / Topic	Description	Assigned Reading	Assignment Due
08/24/22	Introduction / Syllabus Review	None	Introductory Discussion Post
08/31/22	Transition to UF: Settling in as a Gator	None	1:1 Check-In
09/07/22	Financial Literacy	TBD	None
09/14/22	Introduction to resources at UF	TBD	None
09/21/22	Academic Success I: Making choices for success in Year One	None	None
09/28/22	Academic Success II: Preparing for Next Semester	None	Two-Year Plan + Advisor appointment
10/05/22	Getting involved: Student Activities and leadership	None	GatorConnect Activity
10/12/22	Values, Motivation, and Defining your own success	TBD	Strengths summary + Values short story
10/19/22	**Guest Speaker:** Wellness Matters - GatorWell	None	GatorWell eCheckup
10/26/22	**Guest Speaker:** Career Prep 101: Establishing your Brand	None	Resume
11/02/22	Changemaker's Dialogue Series Chat	None	None
11/09/22	Career Prep 101 pt. 2: Making Connections	None	Create a Linkedin + Email Assignment

Date / Topic	Description	Assigned Reading	Assignment Due
11/16/22	Opportunities for Experiential Learning and Community Engagement: Visit to the BCLS	None	CCC CHOMP + Gator CareerLink Profile Activation Assignment
11/23/22	**Holiday - No Class**	None	None
11/30/22	**Guest Speaker**: Identity and Diversity: Visit to the MCDA	None	None
12/7/22	Class Finale	None	FYFriends Selfie + Summary Self Care Activity Fairs
Service-Learning Project			
To be Announced			

Assignments

Point Value	Assignment	Due Date
10	Introductory Discussion Post	8/28
10	1:1 Check-in with an instructor: Beginning of Semester	Schedule by Sept. 3 Will take place by Oct. 1
10	1:1 Check-in with an instructor: Mid-Semester	Schedule by Will take place by Sept. 30
20	Develop a tentative two-year plan + Meet with an advisor	11/20
10	GatorConnect Activity	10/9
25	Strengths Summary + Values short story	10/16
10	GatorWell eCheckup	10/23
20	Resume	11/20
20	Create a LinkedIn + Email Assignment	11/13
20	CCC CHOMP + Gator CareerLink Profile Activation Assignment	11/20
15	FYFriends selfie + summary	12/7
30	Service Learning	TBD
20	Reflective Discussion Post: Service Learning	TBD

Assignments (Continued)

Point Value	Assignment	Due Date
Extra Credit Opportunities	Self-Care	12/7
Extra Credit Opportunities	Activity Fairs	12/7

Assignment Description

Introductory Discussion Post: Welcome to First Year Florida! Introduce yourself to your classmates! Include your name, pronouns, hometown, major, and your favorite song. Reply to at least one other person.

1:1 Check-In with Instructor: These two sessions are meant to let the instructors get to know you! This is your opportunity to tell us your passions, goals, and what makes you, you! There will be two that takes place, one in the beginning of the semester and another after the mid-point of the course.

Develop a Tentative Two-Year Plan + Meet with an Advisor: In class, we went over features of one.uf (audit, what-if, etc.). In order to prepare ahead of registering for courses, create a two year plan of classes and requirements you know you need to meet. Set an appointment with your advisor to review this plan and submit proof that you met along with your two year plan

GatorConnect Activity: Did you know that there are over 1,000 registered clubs at the University of Florida? Since we can't go through every single one in class, this is your opportunity to explore GatorConnect; UF's Organization Hub.

1. Go to the https://orgs.studentinvolvement.ufl.edu/ website and explore the page!
2. For the assignment, click on the main page's "Discover" Tab.
3. Using the filters found on the left-side of the page, play around with the website and find at least three organizations that interest you!
4. To turn in: Write about these three organizations, answering: the club name, the club's purpose, and why it interests you!

Strengths Summary: Write about your top strengths! Do you often embody such strengths in your daily life? What are the strengths that play a "hidden" role in who you are? *More will be elaborated on in class.*

Values Short Story: This assignment will be for the instructor's eyes only. We want to get to know you and everything that makes you, you! Think of it as a small autobiography, two pages minimum, four pages maximum, share what you are comfortable sharing.

GatorWell eCheckup: Complete the GatorWell eCHECKUP. You may choose either program at this link: https://echeckup.sdsu.edu/usa/alc/coll/ufla/#!/
This is completely anonymous to you and results are to better help guide you on your college journey. For this assignment, turn in the Certificate of Completion that is given at the end.

Create a Resume: Create your resume! Schedule a meeting with the Career Connections Center to have yours reviewed. Afterwards, you will submit proof that you attended the meeting and make any appropriate changes to any recommendations.

Create a LinkedIn: In class we went over how to LinkedIn, for this assignment we want to see you build your page, or enhance it if you already have one. Make sure to include a headshot, experience, and have at least 15 connections.

Writing an Email: In class we went over email etiquette and how to write to someone in a professional manner. It's time to practice! Submit a document of you pretending to send an email. This could be you asking a professor a question, asking someone for a coffee chat, etc, the choice is yours!

Career Connections Center Chomp: CHOMP is an online, interactive, self-guided career and educational planning system designed to help you make decisions about your future career goals and education plans. https://career.ufl.edu/careers-interests/chomp/ This is an opportunity to explore deeper into your major or work towards understanding a different area of study. You can make an individual Career Planning Appointment to better understand your assessment results and how you can use them to make more informed career decisions.

Gator CareerLink Profile Activation Assignment: In class we went over the introductory steps that can help you prepare for your future career! 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.

1. To activate your profile and receive credit for your, follow these simple steps:
2. Go to https://career.ufl.edu/
3. Click on Gator CareerLink Student Login.
4. You will be directed to a UF Authentication page. Type in your GatorLink username and password.
5. Next, click on "My Profile."
6. 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.
7. Once your profile is complete, click on "My Jobs."
8. 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

FYFriends Selfie + Summary: This is your opportunity to get to know your classmates! For this assignment, meet up with at least one other person and get to know them! Make sure to take a picture with them and submit it, along with a summary on what you did and what your overall experience was!

Service Learning: 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 choice is ours!
In order to receive credit for this assignment, you must:

1. Participate in the selection of a service project location.
2. Attend the service project with the class.

Reflective Discussion Post: Service Learning: Part 3 to the Service Learning component of the class. You will need to type a 250 word reflection of your experience on a discussion post. You will also need to reply to at least one other person.

Self-Care Activity: In class we went over the importance of balancing your mental health with your academic career. This balance can look different to everyone! Do something you consider self care (painting, playing an instrument, etc) and share! Be sure to include a short description of the activity.

Assignment Description

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

Possible fairs you can attend include:

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

For this extra credit assignment, 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. You are expected to take a picture at the event and collect at least three fliers from ambassadors at the fair you attend.

Enrichment Opportunities

Changemakers' Dabbling with Dialogue Introduction - BCLS:
The Division of Student Life's David and Wanda Brown Center for Leadership and Service presents an intergroup dialogue experience, co-facilitated by student dialogue facilitators. This introduction to dialogue is for students to learn and practice active listening skills, facilitated by their peers, as well as to experience a brief dialogue on a topic relevant to your class. This also serves to learn about Changemakers' and the opportunity to get more involved. For more involvement information, please visit Changemaker's Dialogue webpage