

# FIRST YEAR FLORIDA – SLS 1102 – SUMMER B 2022

First Year Florida: Enhancing Freshman Experience  
Section Number: 18154 | Tuesday 3:00 – 3:50 p.m. | Reitz Union, C3 Inspiration Room

**Office Hours:** By appointment

**Class Meeting:** Monday(s) & Wednesday(s) 2-3:15 p.m.

**Location:** Inspiration Room 1350 in the Career Connections Center (C3)

## 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 Materials

First Year Florida Course Packet 22-23 (will be provided through Canvas)

## 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.

## UF POLICIES

### U Matter, We Care Statement

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](mailto: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.

### Accommodations

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.

### 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.

### Academic Honesty Statement

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.

- **Preamble:** In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.
- **The Honor Code:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.
- **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.

## UF Grading Policy

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>.

# CLASS POLICIES

## Expectation 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.

## Attendance

All absences and late arrivals must be accompanied with an excuse to receive participation or tardy points. Students are counted tardy after 5 minutes, no exceptions. Attendance is approximately 25% 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>.

## Late Work

Assignments must be submitted by the due date and time noted in Canvas. Late work will be accepted within a 5-day grace period for full credit. Assignments received after that period will receive a score of zero. The instructors will confer with students who have DRC accommodations and adjust due dates according to student need. If there is an extenuating circumstance that prevented an assignment from being turned in, please discuss it with the teaching pair to come to a decision on the marks of the assignment in question. (EC: Email answering the question, “What are you most excited about this coming Fall Semester?”) (2 pts)

- Exceptions to this late work policy are:

- Extra Credit Assignments
- PowerPoint Introduction Slide
  - This is because you will be presenting this in class the day after the due date.
- Activity Tracker
  - This is because you will be using this document the day after it is due in class.
- Service Project Qualtrics Survey
  - This is because there is a due date that these surveys must be submitted on our end and allowing a 5 day grace period will exceed this due date.
- One on One
- Anything due on July 31st
  - This is because you have had the entire semester to do these assignments and submitting them within a 5 day grace period will make it more difficult for grades to be input and submitted on time on our end.

## Technology

This class will utilize Canvas for assignment submissions in conjunction with paper assignments. If there is any difficulty submitting an assignment, please contact your instructor and peer leader to let them know. The class will use professional courtesy and put away cell phones in class, unless needed for an activity with the discretion of the instructor and peer leader. If laptops are necessary for a specific class, the teaching pair will let students know prior to the date.

All students are required to have a valid UF email account and must be able to access Canvas. You are responsible for regularly checking the SLS1102 Canvas site for the course calendar, required readings, announcements, and other course resources and materials. You should contact the UF help desk if you experience technological issues with Canvas. Do not contact your instructor or teaching assistant if you are having issues with Canvas without a ticket number from the UF help desk.

## Grading Scale:

<b>A+</b>	<b>95-100%</b>	<b>C</b>	<b>70-74%</b>
<b>A</b>	<b>90-94%</b>	<b>D+</b>	<b>65-69%</b>
<b>B+</b>	<b>85-89%</b>	<b>D</b>	<b>60-64%</b>
<b>B</b>	<b>80-84%</b>	<b>E</b>	<b>59% or below</b>
<b>C+</b>	<b>75-79%</b>		

## COURSE OVERVIEW:

Date	Topic/ Description	Assignment Due
June 27 <sup>th</sup>	Course Introduction (Syllabus) / Exploring Canvas and Using it for Your Success (Touch on BASICS/CASICS requirement)	<b>Assignment:</b> Introduction PowerPoint Slide <b>Due:</b> June 28th (by 11:59 p.m.)
June 29 <sup>th</sup>	PowerPoint Slide Introduction (Icebreaker) / True Colors Personality Activity	<b>Assignment:</b> True Colors Reflection <b>Due:</b> July 3rd (by 11:59 p.m.)
July 1st- July 29th	One on One Check in with Peer Leader or Co Instructor (you will sign up within this 4 week period for a time slot on SignUp Genius)	<b>Assignment:</b> One on One <b>Due:</b> July 29th (by 11:59 p.m.)
July 4th	<b>NO CLASS</b>	<b>Assignment:</b> N/A <b>Due:</b> N/A
July 6 <sup>th</sup>	Changemakers Dialogue Chats	<b>Assignment:</b> Activity Tracker <b>Due:</b> July 10th (by 11:59 p.m.)
July 11 <sup>th</sup>	Study tips for success/ Time management/ safety (online and in person)	<b>Assignment:</b> N/A <b>Due:</b> N/A
July 13 <sup>th</sup>	<u>Things to do On Campus:</u> This activity will be in the form of a Scavenger Hunt beginning in the Reitz Union (In Class)  Touching on topics of Diversity and Inclusion	<b>Assignment 1:</b> Mid Semester Feedback Survey <b>Due:</b> July 13th (In Class)  <b>Assignment 2:</b> Diversity TED Talk PlayPosit Quiz <b>Due:</b> July 17th (by 11:59 p.m.)
July 16 <sup>th</sup> / 17 <sup>th</sup>	<u>Service Project:</u>  There will be 2 different service projects in an attempt to accommodate the student's schedules	<b>Assignment 1:</b> Service Project Reflection <b>Due:</b> July 24th (by 11:59 p.m.)  <b>Assignment 2:</b> Service Project Qualtrics Survey <b>Due:</b> July 24th (by 11:59 p.m.)
July 18 <sup>th</sup>	<u>Things to do Off Campus:</u>  For this class we will be meeting at a bus stop on campus (More details at a later date)	<b>Assignment:</b> Study Abroad Extra Credit Questions <b>Due:</b> July 19th (by 11:59 p.m.)
July 20 <sup>th</sup>	Study Abroad (Guest Speaker: Jess Mercier)/ Involvement Panel	<b>Assignment:</b> N/A <b>Due:</b> N/A

July 25 <sup>th</sup>	Resume and Career Prep (EC: Email answering the following question, “What is one topic you would like to be covered in this FYF course?”) (2 pts)	<b>Assignment 1:</b> Resume and Cover Letter <b>Due:</b> July 31st (by 11:59 p.m.)  <b>Assignment 2:</b> CareerLink Profile/ CHOMP <b>Due:</b> July 31st (by 11:59 p.m.)
July 27 <sup>th</sup>	Campus Resources/ Academic Advising	<b>Assignment:</b> N/A <b>Due:</b> N/A
August 1 <sup>st</sup>	Budgeting/ Mental and Physical Wellness	<b>Assignment:</b> N/A <b>Due:</b> N/A
August 3 <sup>rd</sup>	Debrief, Games, and Snacks	<b>Assignment:</b> N/A <b>Due:</b> N/A

# ASSIGNMENTS

Points Possible	Assignment	Due Date
10	PowerPoint Slide	June 28th (by 11:59 p.m.)
10	True Colors Reflection	July 3rd (by 11:59 p.m.)
10	Activity Tracker	July 10th (by 11:59 p.m.)
10	Mid Semester Feedback Survey	July 13th (In Class)
10	Diversity TED Talk PlayPosit Quiz	July 17th (by 11:59 p.m.)
15	Service Project Reflection	July 24th (by 11:59 p.m.)
15	Service Project Qualtrics Survey	July 24th (by 11:59 p.m.)
25	One on One	July 29th (by 11:59 p.m.)
15	Gator CareerLink Profile & CHOMP	July 31st (by 11:59 p.m.)
15	Resume and Cover Letter Submission	July 31st (by 11:59 p.m.)
15	BASICS or CASICS Assessment	July 31st (by 11:59 p.m.)
50	Attendance	
<b>Total Points Possible: 200</b>		

## Extra Credit

< 5	<b>Syllabus</b>	<b>July 31st</b> (by 11:59 p.m.)
< 5	<b>Study Abroad Questions</b>	<b>July 19th</b> (by 11:59 p.m.)

# ASSIGNMENT DESCRIPTIONS

(EC: Email answering the following question, “What is one word that describes how your day/ week is going?”) (1 pt)

## PowerPoint Slide

In one PowerPoint slide, share with the class who you are and how you got to where you are today. Use pictures, quotes, links etc. to show the class. Ideas can include: hometown, major, high school involvement, family, “fun facts,” hobbies- anything that makes you, you! You will have exactly 60-90-seconds to share your slide in class. This slide must be uploaded to Canvas.

## True Colors Reflection

You will complete the True Colors Assessment posted on Canvas and self-score in class. You will write a 250 word (minimum) reflection paper on your results. Do you agree with your colors? Were any of them shocking? Give examples as to how you can make sense of these in your life and also how you may not have realized them. Note that assessments should not be taken as concrete, factual information but rather to give you a guiding idea to produce thoughts and reflection.

## Activity Tracker

Managing your time is essential to being successful at the University of Florida. Your FYF course packet will help guide you to be aware of how you have been utilizing your time so far and how you can improve with prioritizing. You will submit a copy of your activity tracker to Canvas.

## Mid Semester Feedback Survey

You will complete a brief survey providing feedback on your experience in the class so far. This survey is meant for a self assessment of our class and would appreciate honest feedback to continue to improve the course structure.

## Diversity TED Talk Quiz

You will watch a TED Talk covering the topics of diversity and inclusion, while completing a Playposit video with 3-5 quiz questions implemented. To receive full credit you must watch the video in its entirety and answer all questions correctly.

## Service Project Reflection & Qualtrics Survey

As a class, we will be completing a service project in the Gainesville community. Because of class, work and other conflicts, this event will be held outside of class time. This event is mandatory. The individual portion of the service project will entail a 250 word (minimum)

reflection paper. This paper will reflect upon your experience, as well as the knowledge gained through this experience, and your takeaways moving forward. You will also be required to complete a Qualtrics survey on your experience for full credit.

(More details will be given in class)

### One on One

Your Peer Leader and Co-Instructor are more than just administrative figures; they are here because they want to help you however they can. For this reason, you will schedule a one-on-one appointment with either your Peer Leader or Co-Instructor once during the semester. The date listed in the Course Overview indicates that the meeting should take place PRIOR to that date. We will send out a Sign Up Genius survey at the beginning of July to secure a meeting date and time. You are responsible for signing up and attending this meeting to receive full credit.

### Gator CareerLink Profile Activation

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. By activating your account, you will have access to all the Career Connections Center's (C3'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. To activate your profile and receive credit for this assignment, follow these simple steps:

1. Go to [www.career.ufl.edu](http://www.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 save 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 saved job description to Canvas. You do not actually have to apply for the position; this is just for practice.
8. If you have problems activating your account, please email [GCLHelp@ufsa.ufl.edu](mailto:GCLHelp@ufsa.ufl.edu) with your name, UF ID # and description of technical problem

You must submit a screenshot of your activated GCL profile on Canvas to receive credit.

## 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.

You must submit a screenshot of your CHOMP results on Canvas to receive credit.

## Resume and Cover Letter Submission

Using the handouts provided in class and information gained from the presentation, draft a version of your resume and cover letter that would be used for life at the University of Florida (applying to a student organization, internship, part-time job, etc.). Your instructors will review your resume and cover letter submission and make edits for you to do on your own. The edits will allow you to create a final version that is intended to be ready to use as soon as possible. Save as a PDF before uploading your resume and cover letter to Canvas.

## GatorWell eCHECK UP TO GO Assessment (BASICS/ CASICS)

The eCHECK UP TO GO program has been added to the syllabus as a requirement to help provide students with personalized, in-depth feedback of alcohol/cannabis use and information. Students will only need to take the alcohol or cannabis program, but not both. It takes approximately 10-15 minutes to complete. If you would like to follow-up with a professional regarding their results, make sure to record the 12 digit student ID that you are given during the program and contact GatorWell. There's a Certificate of Completion that you'll receive once done that you'll be able to ask to be submitted via Canvas in order to give them credit for this assignment.

The program is designed to assist students in utilizing a risk-education approach and helping them examine their own behavior in a non-judgment environment. Some aspects of the program include helping students identify substance use strategies that work for them and helping them build skills to utilize them in real-life application settings.

<https://echeckup.sdsu.edu/usa/alc/coll/ufla/#!/> is the website to start the assignment. Please email GatorWell, [gwgatorwell@ufsa.ufl.edu](mailto:gwgatorwell@ufsa.ufl.edu) for any questions you have about the Echeck-up To Go Program.

## 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.