



First Year Florida: Enhancing the Freshman Experience Fall 2024 | Section: 7506 | Tuesday 1:55 PM - 2:45 PM | TUR B310

Office Hours: By appointment

Required Materials: First Year Florida Course Packet (provided through Canvas)

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.

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 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.

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

Expectations of Student Behavior

It is expected that you will strive for excellence in your work, adhere to assignment deadlines, and engage with your peers and university staff with courtesy and consideration. Mutual respect is fundamental in this course; every individual deserves to be treated respectfully, expects such treatment, and is likewise expected to extend respect to others. Throughout our class discussions, presentations, and activities, it is imperative to maintain an atmosphere of respect towards one another and any guest speakers. As we delve into complex and challenging topics throughout the semester, it is crucial to approach discussions with an open mind, attentiveness, and respect for differing viewpoints. While all are encouraged to express their opinions and beliefs, it is imperative that these expressions are conveyed in a manner that is not offensive or derogatory towards others. Furthermore, disruptive behavior will not be tolerated. Please keep electronics off during class time unless otherwise allowed. Let us uphold these standards together to foster a conducive and respectful learning environment for everyone.

Late Work:

Assignments must be submitted by the due date and time noted in Canvas. If there is an extenuating circumstance that prevented an assignment from being turned in, please discuss it with the teaching pair prior to the date of submission to receive up to 1 additional day to complete the assignment. **Assignments received after the deadline will lose 15% everyday which rounds out to a 0% after 7 days.** The instructors will confer with students who have DRC accommodations and adjust due dates according to student need.

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.

Attendance:

Attendance is mandatory. Students are allowed 1 unexcused absence without penalty. Students are counted tardy after 5 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>.

Participation:

Participation in our class embodies more than just being physically present; it entails active involvement and contribution to the collective learning experience. It will be expected that you will participate in discussions in an appropriate manner that helps give insight or grow a conversation. Additionally, it means respecting the classroom environment by refraining from distractions such as unnecessary phone or laptop use when it's not required or permitted. We believe in the value of each student's perspective and encourage everyone to contribute meaningfully to our shared learning journey. While we won't be keeping a tally of participation, we do expect all students to take ownership of their learning by actively participating and enriching the classroom dialogue throughout the semester.

Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	63-66%
D-	60-62%	E	59% or below

Course Overview

Date	Topic/Discussions	Assignments
8/27	Syllabus overview and introductions	Mood board
9/3	Involvement & Finding Community	GBM visit
9/10	Financial Literacy	How would you budget?
9/17	Academic Success	My Weekly Schedule
9/24	Navigating GNV/ Transportation	First Month Reflection
10/1	Scavenger hunt - Reitz Union	Scavenger Hunt Reflection
10/8	Wellness (Gatorwell visit)	GatorWell ScreenU Assessment
10/15	Knowing the Power of your Voice - Student Government	October Reflection
10/22	Advising/Registration	Meet With Advisor
10/29	First Gen Experience Panel	Discussion Post
11/5	Career Planning	Gator CareerLink Profile Activation & CHOMP
11/12	Navigating Conflict	November Reflection
11/19	Service Project	Service Project Reflection
12/3	Send Off! (Have fun & reflect)	Course Evaluation

Assignments

Points Possible	Assignment	Due Date
5	Mood Board	9/2
5	GBM Visit	12/2
5	How would you budget?	9/16
5	My Weekly Schedule	9/23
5	First Month Reflection	9/30
5	Scavenger Hunt Reflection	10/7
5	GatorWell ScreenU Assessment	10/14
5	October Reflection	10/21
5	Meet With Advisor	10/28
5	First Generation Experience Panel Discussion Post	11/4
10	Gator CareerLink Profile Activation & CHOMP	11/11
5	November Reflection	11/18
5	Service Project Reflection	12/2
5	Course Evaluation	12/3
20	Activity Fair	12/3
30	Service Project	11/19
20	One on One	12/3
70	Attendance	12/3

Assignment Descriptions

Mood Board

This assignment is to help express yourself to your teaching team by using your creativity! The goal of this assignment is to show your teaching team who you are by creating a mood board or collage that includes pictures of what makes you, you! It is highly recommended that you use <https://www.canva.com/> or a single google slide to help you in creating this. Please include appropriate photos (pictures you'd be willing to show your mom), they can be as real or abstract as you want them to be. There is a **10 photo minimum** for this assignment and a **50 word minimum** write up explaining your creation or to highlight specific photos you want us to pay attention to. Please be very expressive with this assignment as your teaching team wants to get to know all of you guys!

GBM Visit

GBM - General Board Meeting. While that title sounds intimidating, it is simply a general meeting that organizations hold for students who are interested in participating in the organization. A great way to make friends and find your community is to join organizations that you relate with and the only way to join these organizations is by attending their GBMs and becoming an active member. To receive full points for this assignment **you must go** to a GBM for any organization you're interested in (we recommend going with a fellow classmate or friend who is also interested in going), **upload a photo of yourself attending the GBM**, and upload a description of the GBM.

The description must include:

- Name of the organization
- Main topic / event of the GBM
- 50 word opinion piece of your experience

How Would You Budget?

This assignment aims to enhance your financial literacy by challenging you to manage a hypothetical tuition refund of \$2000. You will create a budget sheet to allocate these funds wisely, considering various expenses and savings goals. This exercise will help you understand the importance of budgeting and making informed financial decisions.

My Weekly Schedule

This assignment aims to promote academic success by encouraging you to plan your weekly schedule effectively. You will be given a weekly schedule template to fill out. By organizing your time, you can balance academic responsibilities, extracurricular activities, and personal commitments. This exercise will help you develop time management skills and create a structured routine that supports your goals.

First Month Reflection

This assignment encourages you to reflect on your first month at the University of Florida. The goal is to help you gain a deeper understanding of your transition to college life, identify any challenges you have faced, and celebrate your successes. By articulating your experiences, you will be able to set realistic goals and expectations for the rest of the semester. This reflection will also provide an opportunity for you to pause and appreciate how far you have come since starting your journey at UF, fostering self-awareness and personal growth. **There is a 150 word minimum requirement for this reflection and be sure to include one photo from the month as well!**

Scavenger Hunt Reflection

After completing the scavenger hunt in the Reitz Union, it is important that you understand what resources the Reitz Union has to offer. In this **150 word minimum reflection** be sure to point out what resources you did not know the Reitz Union had to offer prior to the scavenger hunt. Additionally, be sure to mention which resources you plan on utilizing and how.

GatorWell ScreenU

ScreenU is a free, confidential, online assessment available to all University of Florida students and can be completed in as little as 5 minutes. ScreenU can help students identify patterns of alcohol use and provides personalized, non-judgmental feedback and campus resources for students.

GatorWell is here to ensure that you are aware of how your choices can alter your collegiate experience, including physically, mentally, academically, and socially.

<https://app.screenu.org/screening/435e0295-6338-4882-94a3-bd2273136da3>

Please email GatorWell, gwgatorwell@ufsa.ufl.edu for any questions you have about the ScreenU Program.

To receive full credit for this assignment please submit your certificate of completion.

October Reflection

Following the trend of the “First Month Reflection” this will be the **150 word minimum reflection** you will complete for the month of October. Use this reflection as a place to write down anything new you have learned or experienced, anything you’re looking forward to, and anything else you wish to mention in your reflection **and be sure to include one photo from the month as well!**

Meet With Advisor

An important part of your first semester at UF is to meet with your advisor to understand your 4-year track or discuss with them any changes that you want to make. The expectation for this assignment is to schedule a time to meet with your advisor **before registration begins**. For this assignment **submit a screenshot of scheduled appointment (if applicable) and a 150 word reflection on how the meeting went.**

First Generation Experience Discussion Post

As first generation students it is important to know that others share the same experiences and hardships that you may have experienced. After listening to the First Generation Experience Panel, **write a 150 word minimum post to the discussion board** on your experiences being a first generation student and **reply to two classmates in 50 words or more.**

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.

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 <https://career.ufl.edu/services-resources/gator-careerlink/>
2. Click on the "LOGIN TO GATOR CAREERLINK" button.
3. You will be directed to a UF Authentication page. Type in your GatorLink username and password.
4. Fill out the questions that come up to add to your profile. You'll be able to edit this later as well.
5. Click on "Jobs" at the top of the page. You will be prompted to complete your personal and academic profile, as well as your privacy settings.

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.

If you have problems activating your account, please email 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.

November Reflection

Following the trend of the “October Reflection” this will be the **150 word minimum reflection** you will complete for the month of November. Use this reflection as a place to write down anything new you have learned or experienced, anything you’re looking forward to, and anything else you wish to mention in your reflection **and be sure to include one photo from the month as well!**

Service Project Reflection

After completing your part in the Service Project **write a 250 word minimum reflection** on what you learned from the project, why it is important to give back to your community, and what improvements you believe can be made to improve the service project in the future.

Course Evaluation

At the end of the semester you will be sent an email from the New Student and Family Programs containing a qualtrics survey to evaluate this course, its contents, and its teaching team. As instructors we value feedback because it helps us grow and adapt our course to fit the needs of students like you! To receive credit for this assignment you will need to take a screenshot of the completion page after submission and upload that photo into Canvas.

Activity Fair

For this assignment you will be put into pairs and required to attend a UF Organization or Activity Fair over the course of the semester. We understand that this can be intimidating, which is why we are requiring you to do this assignment with another student from class. To receive full points for this assignment you and another student must visit a UF Organization or Activity Fair and upload a picture of everyone in your group with a description of what you participated in. Both students in each pair will have to submit their own individual assignment.

Please check Canvas for your Group Field Trip partner.

Description should include:

- Name of the fair
- Who you spoke with
- 3 takeaways
- Photo of you and your partner at the fair

Service Project

As a class, we will be completing a service project in the Gainesville community. Gainesville provides UF with the land and resources required to be what we are today so it is important to give back to the Gainesville community whenever we can. Because of class, work and other conflicts, this event will be held outside of class time and additional details will be announced early in the semester. If you have a scheduling conflict with the time please let the teaching team know and we can work with you on a makeup assignment for the service project.

One on One

Your Peer Leader and Co-Instructor are more than just administrative figures; they are here because they want to help you succeed. For this reason, you will schedule a one-on-one appointment with either your Peer Leader **and** Co-Instructor once during the semester. The date listed in the Course Overview indicates that the meeting should take place PRIOR to that date. Your Co-Instructor and Peer Leader will send out their preferred method of 1:1 scheduling (either via a Sign Up Genius survey or outlook booking) at the beginning of the semester to secure a meeting date and time. You are responsible for signing up and attending this meeting to receive full credit.