SLS 1102: First Year Florida
Matherly Hall 51

SLS 1102: First-Year Florida
1 credit hour, Matherly Hall 51
Wednesdays Period 8, 3:00-3:50pm
Section 101G

“The door of opportunity won’t open unless you do some pushing.” – Will Rogers

TEACHING TEAM
Beatriz Hernandez    Yuni Gonzalez
First Generation Support Services    2rd Year Family, Youth and Community Sciences
155 Tigert Hall
beatrizh@ufsa.ufl.edu
work phone: 352-392-1265
yunigonzalez11@gmail.com

OFFICE HOURS
By appointment, please call or email to schedule.

INSTRUCTOR BIOS
Betty grew up in Miami and graduated from the University of Florida. She earned a degree in Political Science and in Family, Youth and Community Sciences. She now works in the Office of the Vice President for Student Affairs as an AmeriCorps VISTA offering support to first generation college students.

Yuni was born and raised in Cuba. Came to the states in 2007, and graduated from Miami Senior High School in Florida. She is a second year Family, Youth, and Community Science major, pursuing a minor in Nonprofit Organizations. She has been involved on campus and the Gainesville Community as an Motiv8 mentor, Alliance Ambassador, and Comedy Night Director for the 2012 Hispanic Heritage Month celebrations; as well as volunteering at the Children's Home Society Family Visitation Center and interning at LifeSouth Community Blood Center last fall semester. Her ultimate goal is to create her own nonprofit with a focus on Youth Empowerment.

COURSE DESCRIPTION
This course is designed to assist you in your transition into the University of Florida. First-Year Florida will emphasize the development of academic and personal skills that will support your success in college, as well as familiarize you with campus resources. As with anything, you will get out what you put in. Please use this course to its fullest which means participating in class, utilizing your instructors, and turning in assignments that you are proud of.

COURSE OBJECTIVES
First-Year Florida connects students to key resources at UF. Two of these resources are your instructors, a faculty/staff member who is committed to first-year student success and an undergraduate peer leader who is experienced in the challenges of making a successful transition from high school to college. Other resources also exist such as your peers, UF
professionals, and many offices across campus. First-Year Florida also provides space for students to engage in personal development by asking big questions: What do I value? Why am I studying Chemistry? What legacy do I want to leave at UF?

First-Year Florida educates new students to maximize their learning and development by creating environments which provide opportunities for:

- Engagement (with UF faculty/staff, upper-class mentor, fellow students, etc)
- Awareness and respect for diversity
- Involvement
- Knowledge of resources
- Active engagement in one’s own learning
- A healthy lifestyle
- An understanding of UF expectations

Our mission: First-Year Florida students should be prepared to actively participate in their college experience, achieve an awareness of the diverse and global world they live in, and obtain an understanding of resources available at UF to help them be successful.

ACADEMIC HONOR CODE AND ACADEMIC HONESTY

University of Florida Student Honor Code

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. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

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 www.dso.ufl.edu/scer, and ask the instructors to clarify any expectations you do not understand.

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 needing academic accommodations should first register with and provide documentation to the Disability Resource Center (Reid Hall). Second, they must bring a letter to the instructor from the DRC indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class. If you have questions about this process, please ask.

CIVILITY
Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and blackberries are NOT welcome in the classroom; please turn them off (or at least silence them) and put them away prior to the start of class. Occasionally we will have snacks in class but please refrain from bringing in your own food.

GATORLINK E-MAIL
Students in FYF are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address. Please visit www.gatorlink.ufl.edu to obtain your account and for additional information. Contact 392-HELP with any questions or problems.

SAKAI INFORMATION
We will be using a Sakai site for course management purposes. This is where you will turn in all assignments and be able to track your progress in the course. In order to access our page, go to the Learning Support Services homepage: http://lss.at.ufl.edu/ where you will be prompted to login with your GatorLink username and password. You must have an active GatorLink ID to access Sakai.

COURSE TEXTBOOKS
College Success Strategies: Gator First-Year Experience, Author: Dr. Sherrie Nist. Book is available at the University of Florida Bookstore.

The Dressmaker of Khair Khana (Common Reading Program Selection, 2012). Author: Gayle Tzemach Lemmon. You should have received a copy at Preview.

F Book (University of Florida publication, 2012). You should have received a copy at Preview.

SO HOW DO I GET POINTS FOR THIS CLASS?
In-class attendance and participation
Discussion and participation is not only critical to the learning that takes place in the classroom; it will help you make the most of your FYF experience.

Because this class only meets once a week, there is really no such thing as a "freebie" when it comes to absences. If you do miss a class for some reason, it is your responsibility to obtain any material or assignments from a fellow class member. At the start of every class, we will have a “weekly check-in.” Students who miss the check-in will automatically lose participation points for that class. So, be on time and ready to go at 3:00! Excused absences include:

**Required student participation in a University sponsored event:** These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received PRIOR to the event.

**Religious Holidays:** Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.

**Medical Emergencies:** Medical emergencies are excused with appropriate documentation from a health care provider.

**Family Emergencies:** These emergencies are only excused with written documentation.

If you miss class for any reason, you will lose participation points because you were not present to obtain the points. If a student has a documented reason (as mentioned above) to miss class, the instructors will take into consideration the missed participation points if at the end of the semester the student’s letter grade is that many points away from the higher grade. Students are responsible for informing the instructors PRIOR to class if (s)he must obtain an absence excused. In the instance of a circumstance arising beyond your control, please contact the instructors personally to handle the matter.

**Arriving late to class or an event**
Arriving late is better than not arriving at all but at least one point will be automatically deducted from your daily participation points. The same policy applies if you are late to an event (i.e. service project, featured speaker series event, etc). **Late assignments** are not accepted unless an excused absence has been granted or an extension has been awarded in advance.

**Out-of-class attendance and participation**
To supplement class discussion and provide opportunities for you to actively engage at UF, attendance and participation will be required for a handful of out-of-class activities. Excused absences for the following activities follow the same absences guideline as noted above.

You must attend the Common Reading Program event listed below and one workshop from the Workshop Success Series. If you cannot attend a mandatory event and have been granted an
excused absence, you must attend an alternative event that you suggest and that is pre-approved by Betty or Yuni. Please bring your Gator 1 ID card to the CRP events to document attendance.

**Mandatory events:**
Common Reading Program Event: Being Muslim in America Today, Wednesday January 30; Reitz Union, Grand Ballroom; meet at 6:45pm

**Pick one of the following Workshops:**
You must register for the workshop you wish to attend and make sure to sign in once you get there. In order to receive credit you must stay for the entire workshop.
http://www.dso.ufl.edu/nsfp/workshops/index.php

---

**GRADING & ASSIGNMENTS**

185-200 (A); 179-184 (A-); 173-178 (B+); 165-172 (B); 159-164 (B-); 153-158 (C+); 145-152 (C); 139-144 (C-); 133-138 (D+); 125-132 (D); 119-124 (D-); 118 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance. For additional information about grading policies please visit: ww.registrar.ufl.edu/catalog/policies/regulationgrades.html.

| 45 | In-class attendance and participation (15 classes @ 3 pts. each class) |
| 20 | Journal entry papers (4 @ 5 pts. each) |
| 5  | 30 minute Appointment w/ Betty – Bring Resume |
| 3  | Mid-Semester Check-In with Yuni |
| 6  | Common Reading Program Event: Being Muslim in America Today, Jan 30 |
| 6  | Workshop Success Series |
| 15 | Discover Gainesville Group Project |
| 10 | Discover UF – Niche Project |
| 10 | Gator CHOMP – Career Resource Center project |
| 20 | Faculty Interview |
| 30 | Service learning project (20 pts. attendance, 10 pts. for reflection) |
| 30 | Final Project |

**200** TOTAL POINTS POSSIBLE

**There will be Extra Credit Opportunities announced throughout the semester.**

**Course Outline**

<table>
<thead>
<tr>
<th>DATE/TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9/13 – WELCOME, INTRODUCTIONS, COURSE OBJECTIVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/16/13 – THE VALUE OF COLLEGE, EXPECTATIONS</td>
<td>NIST CH. 1: NOW THAT YOU’RE HERE</td>
<td>EXPECTATIONS LETTER TO YOURSELF</td>
</tr>
</tbody>
</table>
### Important Dates:

- **Drop/Add**: January 7-11
- **Martin Luther King Jr. Day – no classes**: January 21
- **Withdrawal, All Courses, with 25% Refund**: February 1
- **Spring Break – no classes**: March 2-9
- **Withdraw (without failing grade)**: April 12
- **Classes End**: April 24
- **Reading Days – no classes**: April 25-26
- **Final Exams**: April 27, 28-30, May 1-3
ASSIGNMENT DESCRIPTIONS

Journal Entries (15 points, 5 per entry)
Due at various points throughout the semester, see course outline!

Three journal entries will be assigned throughout the semester.

Refer to Sakai page for more details. Each assignment will be slightly different in nature. You will submit the journal entries on the Sakai site.

30 MINUTE APPOINTMENT with Betty (5 points)
To be scheduled during the weeks of January 21st and 28th

To receive 5 points, please schedule a meeting with Betty. At this meeting, please bring a copy of your resume. Refer to pages 272-278 in your textbook for resume writing information. Also be prepared to discuss some goals that you have for your UF career. What are you looking forward to during this semester and what are you apprehensive about? During this meeting, you will get to know one of your instructors as well as receive feedback about your resume. You will receive 2 points for showing up on time; 2 points for your resume; and, 1 points for your conversation.

Mid-Semester Check-In with Yuni (3 points)
To be scheduled during the weeks of February 18th and 25th

Come prepared to discuss your progress throughout the semester and way in which you wish to improve before the semester is over. Be on time and come with questions to make the most of this check-in.

C.H.O.M.P. (Career Help fOr Major Planning) (15 points)
Due February 27th, in class
http://www.crc.ufl.edu/students/studentchomp.html
C.H.O.M.P. will help you explore UF major and minor combinations, research career paths and understand how your classes and experiences in college prepare you for your career goals. Complete activity online at the Career Resource Center Web site.

Discover Gainesville (15 points)
Due Throughout the semester

You will be placed in a group with your classmates and give a 5 minutes presentation on a site to visit in Gainesville. You can present the class with pamphlets or other handouts if you wish.
Discover UF – Niche Project (10 points)
Due March 20th, in class

Go to the IDEAL webpage and schedule a consultation appointment with them
https://www.studentinvolvement.ufl.edu/GetInvolved/IDEAL/IndividualServices
Review your interest and the organizations you might be interested in joining. Once you’ve got
a list, choose one and contact their President or Vice-President and ask to interview them. You
can ask them the eligibility to join the organization, what type of activities they are involved
with and what they love most of their organization. Write a half a page (min) presenting the
organization.

Discover Gainesville Group Project
DUE September 24, in class

You will be assigned a small group to work on this project with. In order to receive full credit,
you and your group will have to complete the Campus Resource sheet together. You should be
prepared to discuss your findings with the class on September 24.

Your tasks for this treasure hunt will be distributed the second week of class and you’ll have
two weeks to complete the hunt. Your group will have to complete a treasure hunt to find out
information about a variety of campus resources. In some cases you will be able to use the
website but in most cases, we want you to go to the campus resource. Be sure someone in your
group has a camera so you can document your Campus Resource Treasure Hunt.

For class on September 24, you will need to bring the completed worksheet, your photos in a
PowerPoint form, and also handouts that you’ve been asked to retrieve for the class.

If you’re asked to schedule a meeting with an office, be sure to do this in advance as university
personnel are busy people!

SERVICE LEARNING PROJECT (30 points)
Additional info to follow

This will be a great opportunity for you to get involved with your new community and begin to
give back to the city of Gainesville. We will be going as an entire class and you are expected to
attend unless you are granted an excused absence in which case you will be required to
complete a service project with another FYF class (see below for further details).

In the event of an unavoidable conflict, if you are not able to attend our service learning project
you have the option to attend with another class on a different day. It is your responsibility to
contact the other instructor and receive approval for you to attend with their class.
SLS 1102: First Year Florida
Matherly Hall 51

If you are participating in another volunteer experience you *cannot* use that to “double count” for FYF.

The service project will have two components: the actual project and the reflection.

**Reflection 10 points (at least one page, no more than 2)** Due by April 19, submitted on Sakai
We want to know what you’re taking away from completing this service project. In what ways did you make a difference? How did you contribute to other’s learning through this project? What did you learn about the community? Do you anticipate weaving service projects into your time at UF?
FACULTY INTERVIEW (20 Points)
Due February 8th by 5pm

For this assignment, you must interview a faculty member who teaches in a discipline of interest to you. Don’t forget to take a picture with the faculty member for your photo portfolio. On February 8th you will turn in your summary using Sakai.

Your name
Professor’s name

Date of interview
Subject area

1 How did you choose your particular field? How old were you when you decided to go into it? Did you ever want to do anything else?

2 Where did you go to school? What activities were you involved in?

3 What do you like best about teaching? What do you like the least?

4 Do you have a philosophy of teaching?

5 What were your greatest concerns when you were a freshman?

6 How do you think the freshman experience has changed since you were a freshman?

7 What skills do you think students must have in order to succeed in college?

8 How would you describe the ideal student?

Please include 3 additional questions that you develop

Summary: Please summarize (in a few well-developed paragraphs) your experience of interviewing this faculty member. Was it what you thought it would be? What did you learn from this experience? Was there anything that surprised you?
Final Project (30 points)  
Due April 24th, in class

At the end of the semester, you will turn in your First-Year Florida final project highlighting your experience in this class and during your first semester of college.

This assignment requires that you show us how you have chosen to meet 3 of the objectives listed below:

- Engagement (with UF faculty/staff, upper-class mentor, fellow students, etc.)
- Awareness and respect for diversity
- Involvement
- Knowledge of resources
- Active engagement in one's own learning
- A healthy lifestyle
- An understanding of UF expectations

In covering (3) objectives, we would like for you to think from the standpoint of an incoming freshman. Your project should reflect what you have learned and should also be a tool in advising a new UF student what they can expect and how to get the most from their experience from this course.

For this assignment we would like you to be as creative as possible and we will require you do some sort of digital project. You may use one or many incorporated mediums to create your portfolio and display what you have learned in this class and during the course of the semester. For example:

1. You may create a 2-3 minute video highlighting what you’ve learned
2. You may develop a PowerPoint with photos, descriptions, as well as audio
3. Write a script for a 2-3 minute video (equates to 2-3 page double-spaced, courier font, 1 inch margins). Include another 1-2 page description about the video of what screen shots you would use if producing the video. Also include pictures (hard copy) that you would incorporate.
4. Put together a scrapbook indicating what you have learned

Regardless of the medium you choose, the final project must be comprehensive and include the following:

1. Referencing at least three of the objectives below and clearly explaining what you learned about the objectives during this class or during your first semester as a whole.
2. A summary of your first semester and the value of First-Year Florida (written)
3. At least three pieces of advice for a future first-year student
You may choose to work individually or with one other classmate to produce an outstanding final project.

Remember, this is a compilation of your whole semester – therefore, you must be working on this the entire semester, not the day before it is due! Please do not hesitate to ask questions regarding this project, as we want to help you produce something you are proud of.

**Top projects** will likely be highlighted on the First Generation Student Support Website set to launch this semester!