FYC 3001: Principles of Family, Youth and Community Sciences

Family, Youth and Community Sciences Department
FYC 3001 | Section 26543 |Spring 2024

Hello and **Welcome** to FYCS. I am Kate H. Fletcher, M.S., Associate Instructional Professor, and my co-Instructor is Josie Bryan, MPH, Doctoral Student, in the Department of Family, Youth and Community Sciences. We are your instructors for the semester, and we are **super excited** that you've chosen to take this course with us.

If you are wondering, "**what is FYCS?**" don't worry, you are Not alone!
Simply Stated: **We are the Helping-People Major**!
We look forward to spending this semester with you;
learning, growing & transforming together!

Let's make this semester meaningful & worthy of our time.

Are you ready to dive into the syllabus?
Let's Do This!

Instructor Details

Kate H. Fletcher, M.S (she/her)
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Doctoral Student | AEC Leadership Development
Academic Advisor, Director UF in Galway &
Gweedore Study Abroad Program, Faculty
Mentor: YDFS Mentored-Teaching Program
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Top 5 Clifton Strengths: Individualization,
Empathy, Futuristic, Restorative, Strategic
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Office Hours + Advising: Mondays, 2-4pm
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https://ufl.zoom.us/j/9368252887

Please Note: Email responses are replied to within a 24-hour period, M-F from 8-4pm

Undergraduate TA (UGTAs) Details
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THE BASICS: COURSE INFORMATION

COURSE DESCRIPTION

Introduces the study and practice of family, youth, and community sciences. Presents analytic concepts used in the study of family, youth, and community sciences. Emphasizes the vulnerabilities and needs of U.S. children, youth, families, and communities, and describes human services that maximize human potential and minimize personal and societal costs. Introduces the roles and skills of the human service professional. (S) Prereq: PSY 2012 or SYG 2000.

COURSE FORMAT

This course includes lectures, discussions, videos, teamwork, guest speakers, in-class exercises, homework, written assignments, web-based assignments, service-learning, and quizzes/exams.

COURSE OBJECTIVES

The Principles of Family, Youth and Community Sciences course is designed to:

1) Introduce the basic premises of research and theory in the study of families, youth & communities.

2) Present human ecological theory as related to FYCS.

3) Describe the status of families, youth, and communities in the 21st century.

4) Identify programs designed to support families, youth, and communities.

5) Introduce theory, research, and policy associated with families, youth, and communities.

6) Familiarize students with library research, resource evaluation, and APA style for references.

7) Reinforce the intrinsic and extrinsic value of service-learning.

8) Acquaint students with professions related to working with families, youth, and communities.

LEARNING OBJECTIVES

Upon successful completion of the requirements of FYC3001 students will be able to:

1) Describe the components of and purpose of theory.

2) Provide a rationale for understanding and using research in FYCS.

3) Apply Human Ecological Theory to everyday situations.

4) Discriminate between sources of information.

5) Correctly cite references using APA.

6) Restate the demographics, concerns, & issues of families, youth & communities in the 21st century.

7) Recognize key components of common theories of human development, family life, & community.

8) Use and analyze service-learning experience to guide career planning.

9) Work successfully in a team environment.

KATE H. FLETCHER: WHAT TO KNOW?

KATE'S TEACHING PHILOSOPHY

Hello and Welcome Gators. I'm Kate H. Fletcher and my motto for my Principles class is "*Where Passion and Purpose Meet*". I believe this motto is key to understanding who I am as an educator and what you can expect our classroom learning environment to be like. I want you to know that my passion meets my purpose through teaching. I love being an "EduGator", in particular teaching undergraduate students. I am a Senior Lecturer with a 100% teaching appointment in the Department of Family, Youth and Community Sciences (FYCS). FYCS – a long title with a relatively short description: we are an interdisciplinary applied social science major. What does that entail, well, I lovingly refer to FYCS as the "Helping People through Prevention Science" major.

Figuring out my passion and purpose took overcoming several major changes as an undergrad, graduating with my bachelors, taking a gap year, completing a master's degree, and finally being asked to teach a class at UF in FYCS. It wasn't until the second semester of teaching that I realized my true passion and purpose in life – to educate the next generation of world changers. You are a world changer who is in pursuit of your passion and purpose. I hope to help facilitate this process through our classroom experiences utilizing experience learning.

In order to become a world-changer you need to know how to meet people right where they are at, which is my main goal for each class that I teach. To teach you how to "meet people right where they are at" I believe it is my responsibility to effectively model and implement this goal. Therefore, my teaching objectives are centered on the following: create a student-centered trust-based classroom, create a learning environment where you feel safe, supported, and encouraged to experiment with your passions and purpose. I believe our class content is enriched through service-learning, which will include reflection as a key component.

I also believe that by creating a welcoming learning environment and office hours experience for you, you will have a desire to learn and grow in your own knowledge and understanding. I believe that you will want to lean-in. I want our learning environment to be engaging and to provide you with ample opportunities to share your knowledge, be an active learner, and a critical thinker. I believe that you enter the classroom with your own knowledge base and learning style; together we will build on that base by exploring historical, current, and relevant theories, along with concepts and topics in the realm of FYCS. I want you to come alive in your learning, your growth, and your knowledge. I believe that your passions will come alive through course content and service-learning. In following these approaches, I will effectively facilitate a learning environment where collectively we learn, we grow, we understand, we communicate, and we create a new lens by which to see the world, so that you are properly equipped to be a world changer. In doing so, I believe you will discover what you are most passionate about and then pursue that purpose as a world changer.

WHAT DO YOU NEED TO BUY?

COURSE TEXTBOOK

American Psychological Association. (2019). Publication manual of the American Psychological

Association (7th ed.). Washington DC: American Psychological Association.

WHAT DO YOU HAVE TO DO TO PASS THIS CLASS?

Come prepared each day to **dive in**, **learn**, **grow**, **break-down barriers**, **become a champion**, **serve our community**, and **discover your passion**.

CONCEPTUAL EDUCATION MODEL (90 points total)- your educational "UF WHY?"
1. **Phase 1: due Week 2** (20 points)
2. **Phase 2: due Week 8** (20 points)
3. **Phase 3: due Week 12** (20 points)
4. **Phase 4: due Week 15** (30 points)

CRITERIA

Phase 1: Identify
- Go here: **Briefly** describe your career path, goals, and aspirations as they pertain to their "UF Why?":
  - Identify & list factors that led you to your current major.
  - Explain why you chose this your major/minor, including why you're in FYC3001.

Phase 2: Include
- Go here: Include all activities as related to your "UF Why?", which may include:
  - Volunteering
  - Service-learning
  - Student orgs/clubs
  - Leadership positions
  - Community engagement
  - Honors
  - Undergraduate research and/or undergraduate teaching
  - Study abroad
- Explain how your major(s) &/or minor(s) will help you achieve your career path, goals, and aspirations (*as stated in Phase 1*)

Phase 3: Merge
- Goal here: Merge Phase 1 and Phase 2
- Merge and Revise Phases 1 and 2, which will include:
  - Concise narrative (1-2 concise paragraphs)
  - An audio/visual component as it pertains to your "UF Why?"
    - Infographic

Phase 4: Showcase
- Showcase the final version of your Conceptual Education Model embedded in your Wix page.

LINKEDIN LEARNING (50 points total)
Learning Word by Nick Brazzi, 2021 (25 points)
Learning Wix by Jen Kramer, 2021 (25 points)

SERVICE-LEARNING (250 points total)
Service-Learning Information Form (SLIF, 50 points**)**
1. You will find the SLIF in the Assignments Tab under Service-Learning in Canvas.
2. Please find an agency by which to complete your 20 – 25 hours of Service-Learning this semester.
    a. This can be at ANY community-based agency/organization.
3. Please have access to the SLIF to share with this site supervisor so that they can sign your document. Please coordinate with your site supervisor times/days to complete your hours, discuss your volunteer duties and responsibilities with your site supervisor(s).
4. Please be sure to sign the SLIF as well.
5. The completed SLIF will be electronically uploaded back into Canvas.
    a. Be mindful that some agencies require trainings, fingerprinting, and/or background checks – Plan accordingly.
6. If you need an extension on the **due date**, please check the built-in grace-period already included in this assignment.
    a. If you fail to submit your SLIF by the **due date OR the grace-period** extension date you **will receive Zero's for ALL Service-Learning related assignments,** which include: SLIF, SLJ1 & SLJ2, and SLTL.

Service-Learning Journals (SLJs, 2 Journals at 50 points = 100 points total)
1. You will find the SLJs in the Assignments tab under Service-Learning in Canvas.
2. These journals will describe your experiences at your service-learning site at 2 different points in the semester.
3. **Please provide significant thought & detail when answering each question.**
4. This Assignment will be graded based on being specific and detailed responses, explaining your understanding of what you've observed and directly relating it back to concepts and theories covered in class.
5. APA 7th edition will be applied to all aspects of these journals, this includes your cover page, headers, page numbers, in-text citations, paragraph styling, and references. In addition, spelling, grammar, and punctuation will also be factored into this grade.

<div align="center">

You will answer this question for your SLJ 1 Pre-flection:

What are your current thoughts and feelings regarding your service-learning this semester?

You will answer the following 7 questions in your SLJ2 Reflection:

What happened and what did I do?
What were the effects of what I did?
How did my service-learning make me feel?
What relationships am I building?
How do your observations at my placement relate to the concepts we are learning in class?
Did I experience any barriers?
If I could change anything about my service-learning experience, what would it be and why?

</div>

Service-Learning Time Log (SLTL, 100 Points)

1. You will find the SLTL in the Assignments Tab under Service-Learning in Canvas.
2. Please have your site supervisor at your agency electronically sign this document once all of our hours are completed.
   o Please total your hours in the designated box on the SLTL
   o Please electronically sign your SLTL
3. If you are using more than one agency to complete your hours, please submit 2 separate SLTL's.
4. If for some reason you are not able to complete all 20 – 25 hours in the allotted time in the semester, points will be deducted at a rate of 3.5 points per hour not completed.
5. **Please see the course calendar for the due date**.

THE TEAM PROJECT- KEEPRA (200 points total)

The Team Project

1. You will find more information about this team project in Assignments under KEEPRA in Canvas.
2. **We will have a "de-brief" day in class – please decide to be present in class on that day.**
3. Each Team will have time during class to work on KEEPRA every FRIDAY (or according to our course calendar), you will also need to spend time collaborating <u>outside of class too</u>.
4. This project is disseminated into 12 Steps.
5. Each of these 12 Steps have individual due dates and requirements. **Please see Canvas for further details**.

Peer Evaluations

1. You will find each of the 5 Peer Evaluations (PE) in Assignments under KEEPRA in Canvas (PE1 = Steps 1-4, PE2 = Steps 5-7, PE3 = Steps 8-9, PE4 = Steps 10-11, & PE5 = Step 12).
2. These Peer Evaluations are a **required** portion of the KEEPRA Team Project as they impact your grades for the various steps of the Project.
3. If you choose not to submit a Peer Evaluation for any of the steps, then you will **automatically receive a zero on that specific Peer Evaluation** as it pertains to specific steps.
4. Peer Evaluations have individual due dates and individual google form links, **please see Canvas for each due date and corresponding link**.

The Project Presentation (up to 9 Bonus Points)

1. You will find more information about this presentation in Assignments under KEEPRA in Canvas.
2. As a team, you may choose to present your KEEPRA Project to the class on the last days of class.
3. Each Team will have up to 5 minutes to present.
4. Sign-ups will be conducted by using a Googledoc on a first come, first-serve basis. This will be shared via Canvas through a link in the second-to-last week of the semester.
5. You may be as creative and "edutaining" as you wish when presenting.
6. The bonus points apply only to Step 12 of the KEERPA Project.

KEEPRA Reflection

1. To continue to make improvements to the KEEPRA Team Project, we welcome your honest feedback. These reflections should include the logistics of the project, your feelings, the components (steps & peer evaluations), and the timeline.
2. This is a judgment free zone; your opinions are valuable to the success of this project – Thank you in advance.

QUIZZES AND 2 STAGE ASSESSMENTS

A good night's sleep and eating a meal before you take a quiz/exam are far more important than cramming for any exam/quiz; please prepare for each exam and assessment wisely.

Syllabus Quiz (10 points)

This quiz will only be available online during the first 2 weeks of class (including drop/add). There are <u>no make-ups </u>for this quiz. This quiz consists of 10 questions, and you may take it more than one time. **Please see Canvas for the due date**.

APA Quiz (50 Points)

This quiz will test your knowledge of APA 7th edition material. It is an open book, utilizing your required, APA 7th manual. It will consist of 25 multiple choice questions and will be administered online. Remember, this is open book, **not open friend**. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC3001, nor has already taken FYC3001.

TWO STAGE ASSESSMENTS

ASSESSMENT 1 (100 points total)

Assessment 1 will cover the first half of the semester (Intro to FYCS through Bronfenbrenner) and will be administered in two parts: an online self-assessment worth 75 percent and an in-class group assessment worth 25 percent. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question.

ASSESSMENT 2 (100 points total)

Assessment 2 will cover the second half of the semester (Community through Public Policy) and will be administered in two parts: an online self-assessment worth 75 percent and an in-class group assessment worth 25 percent. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question.

We will play "Jeopardy" to get you prepared for each assessment to earn extra credit points!

COURSE PARTICIPATION AND ENGAGEMENT (50 points possible, 75 points available)

Students are expected to demonstrate their preparation for class and their understanding of the course materials through active participation and engagement in class and virtual environments. Participation and engagement points will be awarded to students via in-class activities, FLIP video posts, pop-up attendance notes, and more. If you miss a class engagement or participation opportunity, you will receive a zero, there are no make-ups. HOWEVER, *there will be more opportunities for points than total points possible*. We will provide 75 points worth of participation and engagement, you will only need to complete 50 points to receive full credit. **Dates of these opportunities will not always be posted**.

LATE POLICY

If you miss submitting any assignment past our provided grace period, you will automatically receive **5 points off per business day up to 7 business days**. <u>**After 7 business days you will automatically receive a zero for that assignment**</u>. To see the UF Policy on absences see:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

MAKE-UP POLICY

- Requirements for class attendance – we do not necessarily collect attendance; however, we will know when you are missing and when you come late to class.
- Please make your best effort to attend <u>every </u>class session, and if you are not able to attend, **please be proactive by emailing us via canvas mail to let us know that you will be absent**.
- **If you miss any online quiz or two stage assessments, there are no make-ups**.
  - Each quiz and self-assessment are open for several days; therefore, you will have ample time and opportunity to take each quiz and exam at your convenience. Group assessment dates are provided well in advance, giving you the opportunity to plan ahead.
- If you miss submitting any assignment on the due date, we offer a generous grace period to submit past due work without penalty. **If you submit past our grace period, see our late policy**.

OPPORTUNITIES FOR SUCCESS

There will be multiple opportunities for success available during the course of our semester.

1. To encourage attendance, as we do not require anyone to be in class, there will be random extra credit points assigned during class not to exceed 15 extra credit points in total for ALL extra credit opportunities. We have multiple opportunities to play Kahoot as they relate to course content for extra credit points.
2. It will be at the discretion of the instructors when these points will be given and for what level of participation. These points could be awarded for being in attendance, when called upon, when role is taken, or by completing in class assignment or small teamwork (that is NOT a part of course participation and engagement. Please be mindful that these points are given at the discretion of the instructors, and they may also be removed by the instructors for failure to adhere to UF/IFAS/CALS/FYCS policies.
3. **For you to keep your extra credit that you have accumulated the entire semester:**
   a. *we require all students to attend class,*
   b. *arrive before our class period begins,*
   c. *be in your seat, and*
   d. *stay the entire class (or until dismissed) on the last two days of the semester.*
4. **If you fail to show up & be in your seat when class begins, all your extra credit points, which do not include your KEEPRA presentation extra credit points, will be forfeited.**

WHAT ELSE DO YOU NEED TO BE MINDFUL OF?

COURSE GRADING

Remember, your grade is a direct result of the effort that you put into this course. Each assignment has a point value attached to it. You will earn points as you successfully complete each assignment.

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

Assignment/Assessments	Possible Points
Syllabus Quiz	10
Conceptual Education Model (90 points total)	90
Service-Learning Info Form (SLIF)	50
APA Quiz	50
Two Stage Assessment 1	100
LinkedIn Learning Word	25
LinkedIn Learning Wix	25
Service-Learning Journals (SLJ; 2x50 points each)	100
Two Stage Assessment 2	100
KEEPRA Paper (12 Steps) & 5 Peer Evaluations	200
Service-Learning Time Log (SLTL)	100
Course Participation and Engagement	50
TOTAL POINTS	900 points
EXTRA CREDIT	Up to 15 points

COURSE CALENDAR

Our Course Calendar is subject to change based on circumstances that are beyond our control. If there are any changes, please expect to receive an Announcement via Canvas with any changes/updates/information, etc. **Please ensure your Canvas settings are set to receive Announcements via your UFL email.**

UF POLICIES AND SERVICES

COURSE GUIDELINES

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"

- You completed a major portion of the course work with a passing grade (C or better),
- You are unable to complete course requirements because of documented circumstances beyond your control, and,
- You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see:

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

ATTENDANCE AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:
https://gatorevals.aa.ufl.edu/students/

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/

ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

SOFTWARE USE

All faculty, staff and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Generative AI and Teaching – the following three areas are an acceptable to use of ChatGPT in our class, beyond these three areas, please ask permission (in writing via Canvas mail to both instructors). https://citt.ufl.edu/services/learning-innovation--technology/artificial-intelligence/gen-ai-and-teaching/

- **"Tutoring and Learning Assistance:** ChatGPT can be an excellent source of tutoring for students. Students can use ChatGPT to get a simplified explanation of a general topic, to have a transcript of an explanation reworded for easier understanding, to have the purpose of a sample of programming code explained, and more. The ability to ask potentially silly questions in a non-judgmental environment might be extremely beneficial for students that are nervous about approaching TAs or attending office hours. Language model AIs will become prominent tools in the learning process, much like how graphing calculators made visualizing functions much easier when they were first released" (UF CITT, n.d. para. 2).
- **"Content Creation:** Faculty can use ChatGPT to quickly create small assignments or rubrics that can be edited to fit the needs of the course. ChatGPT can also be used to brainstorm ways to approach explaining complex topics at a simpler level. For example, ChatGPT can be asked to "Explain general relativity at a high school level" to get a starting point for a lecture" (UF CITT, n.d. para. 4).

- **"Brainstorming:** ChatGPT can be used to quickly brainstorm ideas for lectures or assessments. By having the AI generate outlines of a lecture series or list potential ways to assess knowledge about a topic, an instructor could then use those starting points to craft a syllabus or lesson plan for upcoming courses" (UF CITT, n.d. para. 5).

SERVICES FOR STUDENTS WITH DISABILITIES/VARYING ABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

If you are working with the Disability Resource Center, please have the DRC email us your accommodation letter during the **first two weeks of the semester. Once received, we will be able to coordinate a plan for your success in our class.**

CAMPUS HELPING RESOURCES

The University of Florida takes great pride in providing a caring campus culture and has many support services available to help students succeed. Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. Below you'll find some of the programs and services that comprise our commitment to you on campus and beyond.

Disability Resource Center is available to students in need of support and/or accommodations for physical, learning, sensory, or psychological disabilities.
   https://drc.dso.ufl.edu/
   (352) 392-8565

Counseling and Wellness Center offers services and resources related to a variety of personal concerns, including but not limited to test-related stress, anxiety and depression, substance use, relationships, and sexual orientation and gender. All services are confidential. If a student is having a mental health emergency, they can and to speak to a crisis counselor.
   https://counseling.ufl.edu/
   (352) 392-1575

Office of Victim Services recognizes that few events, if any, that may occur in one's life can compare to the potentially traumatizing effects of being a victim of a crime. A victim advocate is

available 24/7 to provide support for victims of actual or threatened violence. All services as free and confidential.
>   https://police.ufl.edu/about/divisions/office-of-victim-services/
>   (352)392-5648

GatorWell Health Promotion Services is UF's campus health promotion department. Services include: HIV testing, Quit Tobacco coaching, Wellness Coaching for Academic Success, Health Huts, and various other outreach/educational events.
>   http://gatorwell.ufsa.ufl.edu/
>   (352) 273-4450

UF Computing Help Desk is available to help students with technical issues, including Canvas.
>   http://helpdesk.ufl.edu/
>   (352) 392-HELP

U Matter, We Care is an initiative 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 someone is in need. If someone you know is in distress, and it is not a crisis situation, please contact the U Matter, We Care Team so they can reach out to that person. If we feel that you are in distress we will submit a check-in to request contact.
>   http://www.umatter.ufl.edu/
>   (352) 294-CARE

Recreational Sports offers experiences that enrich the lives of University of Florida students through excellence in facilities, fitness, sport, adventure and play.
>   http://recsports.ufl.edu/
>   (352) 846-1081

Career Connections Center offers career assistance and counseling services.
>   http://career.ufl.edu/
>   (352)392-1601

Writing Studio can help with brainstorming, formatting, and writing tips for papers.
>   http://writing.ufl.edu/writing-studio/
>   (352)846-1138

UF Field & Fork Food Pantry offers students operating on a tight budget or those struggling with food insecurity, FREE non-perishable food, toiletries, and fresh vegetables.
https://fieldandfork.ufl.edu/

STUDENT COMPLAINTS
>   **For online courses**: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
>   **For residential courses**: https://em.ufl.edu/complaint

The instructors reserve the right to change any aspect of this syllabus and to make appropriate updates. Changes to the syllabus, including the course calendar, will be communicated to students in a timely manner.