Principles of Family, Youth and Community Sciences

Department of Family, Youth and Community Sciences

FYC 3001 | Section **20497** | Spring 2025
Tuesday 2nd & 3rd Periods **8:30 AM - 10:25 AM**
Thursday 3rd Period **9:35 AM - 10:25 AM**
Location: TBD

Welcome to the *Helping-People* Major!

Instructor: Kate H. Fletcher, PhD., "Dr. Kate"
Email: khfletch@ufl.edu
Office: McCarty B G085
Student Hours: Wednesdays 10:00 AM – 11:45 AM & Thursdays 1:00 PM – 1:45 PM
Class Location: TBD

Please be mindful: *Email responses are replied to within a 24-hour period,
M-F from 8am to 4pm.*

Graduate TA:

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THE BASICS: COURSE INFORMATION

COURSE DESCRIPTION

FYC 3001 introduces the study and practice of family, youth, and community sciences and touches on the analytic concepts used in the study of family, youth, and community sciences. The course 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. A brief introduction to the roles and skills of the human service professional will be discussed. *Prereq*: PSY 2012. *Current Gen Ed. Subject Area*: "GE-S"

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

COURSE FORMAT

This course includes discussion-based lectures, videos, **teamwork**, guest speakers, in-class exercises, homework, written assignments, web-based assignments, cohort engagement, service-learning, and quizzes.

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 FYC 3001 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.

WHAT DO YOU NEED TO BUY?

COURSE TEXTBOOK

Publication Manual of the American Psychological Association, 7th Edition

ISBN: 9781433832178

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: American Psychological Association.

SUPPLEMENTAL READINGS

This course is designed to provide students with a basic understanding of various theories, concepts, and skills.

Bandy, J. (2011). *What is service learning or community engagement?* Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/

Colorado State University Prevention Research Center. (2023, January 30). *What is prevention science?* [video]. YouTube. https://youtu.be/P1NqouyANss?feature=shared

DukeServiceLearning. (2018, May 5). *What is service-learning?* [video]. YouTube. https://youtu.be/YKNB0M5EdHc?feature=shared

GetSmarter. (2022, May 15). *Defining public policy | LSE* [video]. YouTube. https://youtu.be/yPgxNHGMVIM?feature=shared

Helpful Professor Explains!. (2024, May 21). *Service learning (explained for beginners in 3 minutes)* [video]. YouTube. https://youtu.be/TCYRwNLFqdo?feature=shared

Homan, M. S. (n.d.). *Giving voice: Advocacy in human services.* Frontline Initiative Supporting Families. https://publications.ici.umn.edu/frontline-initiative/6-2/giving-voice-advocacy-in-the-human-services?_draft=463428ea-7516-436e-a641-87ef71c7fc83

Liam Lux Andersson. (2022, May 1). *Exploring the world of psychology with Bronfenbrenner's ecological systems theory* [video]. YouTube. https://youtu.be/T0gv2eu9bpo?feature=shared

Practical Psychology. (2021, April 18). *Transtheoretical model and stages of change (examples)* [video]. YouTube. https://youtu.be/VVyhhMzWkiU?feature=shared

TED-Ed. (2013, August 15). *Everyday leadership - Drew Dudley* [video]. YouTube. https://youtu.be/uAy6EawKKME?feature=shared

COURSE ASSIGNMENTS

This course is designed to provide students with the tools needed to expand their abilities and build connections. The following assignments, trainings, and quizzes will be conducted over the course of the semester.

Per 8.003: Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

Course Materials	Possible Points
Living Stories (Course Objective #4)	200
Conceptual Education Model (Course Objective #8)	100
PPA Team Project (Course Objectives #1, #2, #3, #4, #5, #6, & #8)	225
LinkedIn Learning (Course Objective #6)	50
Quizzes (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	175
Course Participation and Engagement (Course Objectives #1, #2, #3, #4, #5, #6, #7 & #8)	75
Service-Learning (Course Objectives #1 & #7)	100
TOTAL POINTS	**925**

Remember, **your grade is a direct result of the effort that you put into this course**.

LIVING STORIES (200 points)

Living Stories are said to be a collection of "living books" allowing "living beings" to explore experiences, people, places, communities, and cultures that shape our lives. This semester our classroom will become a Living Story to enhance the built community within FYCS. Each student offers their own unique collection of stories; students will "borrow" 5 "living books" to connect, communicate, and build community. "Living books" will be selected at random. If you would like to be paired with a student, a google form link will be provided in our Canvas Hub. Please use this form to request the "living book" you'd like to be matched with. Students will be provided with a description of a "living book" via google slides and a set of icebreakers. At the end of each library session, students will complete a Living Story card sharing their learned experiences.

Your "Living Book" Description (50 points)
- Think of this as the information on the back of the book. Students will answer a set of questions that will be shared to provide potential "borrowers" (fellow classmates) with a brief synopsis of who they are.

Living Stories Card (150 points)
- Students will complete five (5) individual library cards that share their learned experiences with each "living book". Each library card submission is worth 25 points.
- The entire class will come together for our final Living Story day to have Community Library day. This Community Library card is worth 25 points.

CONCEPTUAL EDUCATION MODEL (100 points total)

The Conceptual Education Model is a core component of the FYCS degree. This project is designed to begin your professional development toolkit that will be built upon over your time as a UF student in FYCS. Each phase will act as a *stepping stone* to a completed roadmap of your UF experience and the beginning of your professional webpage. This project will be completed in 4 steps.

Step 1: About Me and UF Timeline (25 points)
- **Write** your *about me* in 250- 300 words. This should include who you are, your current major(s) and/or minors, why you choose these major/minor(s), and how these major/minor(s) will help you achieve your future/career goals and aspirations. You will include a professional headshot.

Step 2: Roadmap Creation (25 points)
- **Create** a *visual roadmap* (photos/images must be included) that shows your UF life. Include when (and why) you choose UF, the activities you are involved in (volunteering, service-learning, students orgs/clubs, leadership, jobs, research, athletics, studies abroad, or more!), the activities you hope to be involved in, and where you hope this road will take you (your final professional/aspirational path) along with a professional headshot (no senior pictures/graduation pictures allowed).

Step 3: Webpage Development (25 points)
- **Develop** your webpage using the skills learned from the Wix training. Your web page must include the following pages: home, about me, resume, academic

experiences (subpages under this page include conceptual education model, trainings, and extracurricular), service-learning, and practicum.

Step 4: "Final" Professional Webpage (25 points)
- **Update** steps 1-3 with the feedback provided over the course of the semester.
- **Include** professional headshot
- **Upload** the final roadmap to the Conceptual Model page on your website.

THE TEAM PROJECT (225 points total)

The PPA Project
This semester's team project involves working in groups of 3-4 students to address a specific family, youth, or community need or issue from anywhere in the world, **excluding Gainesville, FL**. To guide your focus, consider this question: *"What problem do I want to solve in the future?".*

Your project will require:
1. A clear understanding of the selected need or issue, supported by a review of current literature.
2. Identification of the ecological system (e.g., family, community, societal level) in which the need or issue exists.
3. Development of a proposed prevention, policy, and/or advocacy intervention designed for implementation by a human services organization or non-profit sector (e.g., NGOs).

Your work should demonstrate thoughtful analysis and practical solutions to make a meaningful impact.
- You will find more information about this team project under the "Team Project" section on Canvas.
- Teams will be created based on interests and career paths.
- Each team will have time during class to work, HOWEVER you will also need to spend time collaborating outside of class, too.

Peer Evaluations (200 points)
Your team will establish expectations for team participation at the start of the semester. Team guidelines should consider things such as communication policies, attendance on teamwork days, completion of tasks, and shared responsibility. As part of the peer evaluation, you will evaluate your team members based on their adherence to the guidelines you establish together as a team. To ensure each student is contributing to the team project and receiving the appropriate points based on contributions, peer evaluations are the determining component of the point awarding process for each step.
- 5 Peer Evaluations will be completed (PE1 = Step 2, PE2 = Step 3, PE3 = Step 4, PE4 = Step 5, & PE5 = Final).
- These Peer Evaluations are a **required** portion of the PPA project.
- Failure to complete a Peer Evaluation will result **in a zero** on that specific Peer Evaluation as it pertains to specific steps (ex. *You failed to submit the Peer Evaluation for Step 3; you receive a zero for Step 3*).

The Project Presentation (25 points)

Teams will present their project during the last week of classes. Only team members who are present and choose to participate will receive points. More information regarding the presentation requirements will be found in the "Team Project" section on Canvas.

Firing a Team Member

Unfortunately, teams are not always functional, and some team members choose to not fully participate in team activities. In these cases, you have the option to fire a team member. I expect you to work together in an effective manner using proper and professional communication skills. You will need to work in teams in every professional role you hold in the future. However, if a team feels that an individual team member is chronically causing a problem and impeding the team from being successful, then it is within the team's rights to fire that individual from the team project. More information on this process and valid reasons for firing a team member can be found on the "Team Project" section on Canvas.

LINKEDIN LEARNING (50 points total)

Learning Word (25 points)
        By Nick Brazzi, 2021 – details in Canvas Hub
Learning Wix (25 points)
        By Jen Kramer, 2021 – details in Canvas Hub

QUIZZES (175 points)

All quizzes have a 48-hour grace period. Complete each quiz before the grace period ends, or a grade of zero will be recorded.

Syllabus Quiz (25 points)

This quiz will only be available on Canvas during the first week of class (including drop/add). There are no make-ups for this quiz. This quiz consists of 10 questions, and you may take it up to three times.

APA Quiz (50 Points)

This quiz will test your knowledge of APA 7th edition. This is an open book quiz, utilizing your required, APA 7th Ed. Manual. The quiz will consist of 25 multiple choice questions and will be administered on Canvas. Remember, this is an open book, **not an open friend**. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC 3001, nor has already taken FYC 3001. AI platforms or citation generators are not to be used.

Content Quizzes (100 points)

There will be 4 content quizzes over the course of the semester. Each quiz will be open note (**not open friend nor AI**) and will cover the material learned over the *previous* weeks. Quizzes may include multiple choice, matching, and short answer/fill in the blank questions. The quizzes will consist of 10 questions and be worth 25 points (extra credit questions will be provided).

COURSE PARTICIPATION AND ENGAGEMENT (75 points)

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, pop-up attendance, or other. If you miss a class engagement or participation opportunity, you will receive a zero, **there are no make-ups and there *is no grace period associated with any of the Course Participation and Engagement activities.* **HOWEVER, *there will be more opportunities for points than the maximum points possible*. There will be approximately 100 points worth of participation and engagement, you will only need to complete 75 points to receive full credit. **Dates of these opportunities may not always be posted**. **Therefore, attending class is imperative to your success, and many times the only way to complete these course participation and engagement opportunities. Please be mindful that there is no grace-period for any CP&E opportunities due to the nature and scope of these unique opportunities.**

SERVICE-LEARNING (100 points)

Service-learning will be integrated into our course by actively engaging students with a local agency in our community. Students are responsible for securing their service-learning site within the first three weeks of class, completing a minimum of 20 hours of service, and reflecting on their experiences in connection with course concepts. This hands-on engagement allows students to apply theories and research related to families, youth, and communities in real-world settings, fostering deeper learning and personal growth. Details for each assignment will be found in our Canvas Hub.

Service-Learning Information Form (25 points)
You must locate a community-based agency to complete your 20–25 hours of service-learning this semester and ensure the Service-Learning Information Form (SLIF) is signed by both you and your site supervisor. Upload the completed SLIF to Canvas by the due date (or within the grace period), as failure to do so will result in zero credit for all service-learning assignments.

Service-Learning Journals (25 points each)

Service-Learning (SLJs), found in the Assignments tab on Canvas, will require detailed reflections on your Journals service-learning experiences at two points during the semester. Each journal will be graded based on specificity, connection to class concepts and theories, and adherence to APA 7th edition formatting, including grammar, citations, and structure.

Service-Learning Time Log (25 points)

The Service-Learning Time Log (SLTL), located in the Assignments tab on Canvas, must be electronically signed by your site supervisor and yourself once all hours are completed, with totals entered in the designated box. If using multiple agencies, submit separate SLTLs, and note that incomplete hours will result in a deduction of 3.5 points per hour not fulfilled.

COURSE POLICIES

LATE POLICY

I believe in allowing students the opportunity to submit assignments on a flexible timeline, thus, each student may submit assignments up to *48 hours (2 days) after the posted due date*, no questions asked, no points deducted. However, if you miss submitting any assignment past this grace period, you will automatically receive a **zero for that assignment** (*unless you have spoken with me prior via Canvas only for an extension or have an extenuating circumstance*).

To see the UF Policy on absences see:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

MAKE-UP POLICY

As I offer a flexible timeline for assignment submission, the chance to "miss" up-to 25 points of course engagement and participation, extended quiz timeframe, and extra credit opportunities, **there are no make-ups** (unless you had extenuating circumstances beyond your control, see UF Policy on absences).
- Please make your best effort to attend <u>each</u> class session, if you are not able to attend, you must **be proactive by emailing me via canvas mail** to inform me of your absence. Please be mindful: *I reserve the right to decrease your overall grade if there are more than 4 unexcused absences*.

GRADING

COURSE GRADING

assignment, activity, and quiz, has a point value attached to it. You will earn these points as you successfully complete them.
A minimum grade of "C" is required for General Education credit.

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%

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, or other.

Please ensure your Canvas settings are set to receive announcements via your UFL email.

WEEK	DATE	CLASS TOPIC	ASSIGNMENT DUE DATES	MINDFUL MEMOS
1	1/14	**Introduction, Syllabus & Intro to FYCS** (C.O. #1, #3)		Syllabus Quiz **Opens** at 10:25am
	1/16	**Conceptual Model** (C.O. #8) **& Living Stories** (C.O. #4)		Drop/Add **Ends** tomorrow 1/17 at 11:59pm
2	1/21	**PPA Project Debrief** (C.O. #1, #2, #3, #4, #5, #6, & #8)	Syllabus Quiz **Due** & "Your Living Book" Description **Due** at 11:59pm	
	1/23	**PPA Teamwork Day**		PPA Step 1 will be **completed** in class
3	1/28	**APA & How to Research** (C.O. #1, #6)	Learning Word **Due** at 11:59pm	APA Quiz **Opens** at 10:25am
	1/30	**Living Stories #1**	APA Quiz **Due** & Living Stories #1 **Due** at 11:59pm	
4	2/4	**Bronfenbrenner** (C.O. #1, #2)		
	2/6	**Intro to Theory** (C.O. #1, #5)	SLJ1 & SLIF **Due** at 11:59pm	
5	2/11	**Stage of Change** (C.O. #1, #3, #4) **& PPA Teamwork Day**	Conceptual Model Step 1 **Due** at 11:59pm	Content Quiz 1 **Opens** at 10:25am
	2/13	**Living Stories #2**	Content Quiz 1 & Living Stories #2 **Due** at 11:59pm	
6	2/18	**Prevention Science,** (C.O. #1, #4, #5)**, & PPA Teamwork Day (Community/Team Building)**	PPA Step 2 & Peer Eval 1 **Due** at 11:59pm	

Week	Date	Topic	Assignment Due	Quiz
	2/20	**Intro to Service-Learning** (C.O. #1, #7)	Conceptual Model Step 2 **Due** at 11:59pm	
7	2/25	**Public Policy** (C.O. #5) **& Advocacy** (C.O. #5)	Learning Wix **Due** at 11:59pm	Content Quiz 2 **Opens** at 10:25am
	2/27	**Living Stories #3**	Content Quiz 2 & Living Stories #3 **Due** at 11:59pm	
8	3/4	**Youth Development** (C.O. #1) **& Family Development** (C.O. #1)	Conceptual Model Step 3 & Content Quiz 2 **Due** at 11:59pm	
	3/6	**PPA Teamwork Day**	PPA Step 3 & Peer Eval 2 **Due** at 11:59pm	
9	3/11	**Community Development** (C.O. #1, #4) & **Nonprofits** (C.O. #4)		Content Quiz 3 **Opens** at 10:25am
	3/13	**Living Stories #4**	Content Quiz 3 & Living Stories #4 **Due** at 11:59pm	
10	3/18 3/20	**UF Spring Break**		
11	3/25	**Human Services** (C.O. #4)	Conceptual Model Step 4 **Due** at 11:59pm	
	3/27	**PPA Teamwork Day** (C.O. #6)	PPA Step 4 & Peer Eval 3 **Due** at 11:59pm	
12	4/1	**Finance** (C.O. #2)		Content Quiz 4 **Opens** at 10:25am
	4/3	**Living Stories #5**	Content Quiz 4 & Living Stories #5 **Due** at 11:59pm	
13	4/8	**FYCS Career Day** (C.O. #8)	PPA Step 5 & Peer Eval 4 **Due** at 11:59pm	
	4/10	**Final PPA Teamwork Day**	PPA Step 6 & Presentations **Due** at 11:59pm	
14	4/15	**PPA Presentations**	SLJ2 & SLTL **Due** at 11:59pm	
	4/17	**Community Stories**	Communities Stories **Due** at 11:59pm	

UF POLICIES AND SERVICES

COURSE GUIDELINES

The following must be true for you to be eligible to receive a grade of *incomplete* or "I":

1. You completed a major portion of the course work with a passing grade (C or better), **&**

2. You are unable to complete course requirements because of documented circumstances beyond your control, **&**

3. 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

ARTIFICIAL INTELLIGENCE

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).

- **AI Allowed**: It is crucial for you to ensure you understand the material and can independently apply critical thinking and analysis to the assignment. Language models/Chatbots, such as ChatGPT, can aid in exploring perspectives and refining arguments. You are encouraged to use language models and verify the information provided. Please refer to the individual grading rubrics for assignments for specific details.
- **AI Not Allowed**: As stated, the application of critical thinking is a vital skill to be developed in our course. AI is not to be utilized as a paper generator, tool to answer quiz questions, or in place of your independent thinking and understanding and application of course content. Failure to abide by these standards **will result in an automatic zero**.

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 me your accommodation letter during the **first week of the semester. Once received, I 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 Success Initiative this site provides UF undergraduate students pathways for connection to fellow members of the Gator Community and to resources to help you thrive. http://studentsuccess.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 instructor reserves 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 via Canvas and during class time.