The mission of the Office of First Year Programs and Learning Communities is to assist students with their transition to and aid in the retention of students at the University of Connecticut. We provide holistic guidance, opportunities, and resources to enable students to actively engage and thrive at the University by becoming learners with a purpose. Through programs and courses like First Year Experience, Learning Communities, the Academic Achievement Center, UConn Connects, and Student Mentoring, our office works with students to realize the value of the intellectual, social, and cultural dimensions of the University of Connecticut. With an array of courses, a network for personal support, interactive online resources, and unique living/learning experiences, First Year Programs helps new students at the University of Connecticut achieve success from the start.
# FIRST YEAR PROGRAMS & LEARNING COMMUNITIES STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Phone</th>
</tr>
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<tbody>
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<tr>
<td>Role</td>
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<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>
FYE VOLUNTEERS

INSTRUCTOR-TO-INSTRUCTOR MENTORS (IMS)

<table>
<thead>
<tr>
<th>Dr. Jason Courtmanche</th>
<th>Dave Ouimette</th>
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</thead>
<tbody>
<tr>
<td>Osker Dashabsu</td>
<td>Sarah Renn</td>
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<tr>
<td>Pam Fischl</td>
<td>Dr. Sarah Scheidel</td>
</tr>
<tr>
<td>Melissa Foreman</td>
<td>Karen Skudlarek</td>
</tr>
<tr>
<td>Fany Hannon</td>
<td>Dr. Jaci VanHeest</td>
</tr>
<tr>
<td>Dr. Patricia Harkins</td>
<td>Leo Lachut</td>
</tr>
<tr>
<td>Dr. Jim Hill</td>
<td>Dr. Steve Zinn</td>
</tr>
</tbody>
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First Year Experience at UConn

First Year Experience 2019-2020 Manual Introduction

This manual has been created by the Office of First Year Programs & Learning Communities (FYP&LC) as a resource for University (UNIV) instructors, staff and faculty, teaching any course or courses, in the First Year Experience (FYE) UNIV course suite. In this first chapter, you will find detailed descriptions of the core components of FYE at the University of Connecticut (UConn). These include the fundamentals of the UConn FYE philosophy, the 2019-2020 UNIV course suite catalog descriptions, and details of the Peer Education FYE Mentor Program.

Chapter Two is dedicated to UNIV curricular resources available to all UNIV instructors and their teaching team members. We hope that you will take advantage of the online resources described, that 1800 and 1810 instructors consider inviting a guest expert to speak with students about vital success and wellness resources on campus, and that you all will join us for ongoing curricular discussions this summer and fall.

In Chapter Three, we focus on the core curriculum included in our most widely available course, UNIV 1800: FYE University Learning Skills. All of the opportunities in this section are also available to UNIV 1810 instructors, but are requested by our Faculty Oversight Board to be intentionally left out of the other courses. We offer a wealth of lesson plans and activities, as well as sample syllabi, online at http://fye.uconn.edu/lesson-plans-and-activities/

Finally, Chapter Four is intended to help you successfully and easily organize your fall 2019 FYE course. Each section contains important academic calendar dates, campus resources, timely theory, and a weekly lesson planning outline, clearly separated by weekly dividers. We hope you find this manual to be valuable and practical.
UConn FYE Philosophy

The mission of First Year Experience is to assist new students with the transition to college and engage them with the academic, social, and cultural dimensions of the University of Connecticut early in their academic careers. It is our belief that every student admitted to UConn is capable of success if they are able and willing to meaningfully engage with campus resources and support services. To be successful, students need to learn to thrive holistically—academically, socially, and personally.

Guiding Principles

- Success in the first year is critical to a successful academic career.
- Effective collegiate-level time management and study skills can be learned.
- Successful planning for majors and careers begins in the first year.
- First-year students knowledgeable about campus resources are more likely to thrive academically and socially.
- Students who are involved on campus are most likely to persist to graduation.
- Student development requires opportunities for self-assessment and introspection.
- Technology is critical to an undergraduate educational experience.
- Students who form meaningful relationships with faculty/staff report greater satisfaction with experience.
- Healthy lifestyles are often established in the first year.
- Fostering global citizenship, understanding, and respect for diversity begins in the first year.

Guiding Practices

In their first year, students are:
- Introduced to UConn expectations.
- Taught effective study skills and time management.
- Encouraged to interact with faculty and teaching staff.
- Exposed to peer education.
- Trained to fully utilize technology.
- Presented with the components of a healthy lifestyle.
- Encouraged to participate in multi-cultural events.
- Expected to actively participate in their own education.
Three Realms of First-Year Student Development

<table>
<thead>
<tr>
<th>Develop a Relationship with Self</th>
<th>Develop a Relationship with the Academic Life at UConn</th>
<th>Develop a Relationship with the Community and World</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an accurate self-view</td>
<td>1. Achieve competence in the acquisition of information</td>
<td>1. Become involved with the UConn, local, state, and global communities</td>
</tr>
<tr>
<td>2. Develop an intentional approach to living</td>
<td>2. Attain competence in the storage of information</td>
<td>2. Develop global cultural awareness</td>
</tr>
<tr>
<td>3. Create meaningful connections and relationships with others</td>
<td>3. Achieve competence in the retrieval of information</td>
<td>3. Become conscious of the diversity of human culture and experience</td>
</tr>
<tr>
<td>4. Cultivate respect for self and others</td>
<td>4. Achieve competence in the critical use of information</td>
<td>4. Create a lifestyle that will support sustainability</td>
</tr>
<tr>
<td>5. Foster and manage motivation</td>
<td>5. Engage intellectually with faculty and peers</td>
<td>5. Foster an awareness of one’s place in time</td>
</tr>
</tbody>
</table>

Reminders

- Everything is digital! You can find all of our resources online, starting at [http://fye.uconn.edu/instructor-resources/](http://fye.uconn.edu/instructor-resources/) We will constantly be updating lesson plan samples, Dairy Bar order forms, expert-led presentation specifics, and more, so please use this site.

- Student Resources – We have a Student/Parents’ tab on our website. The resources, including articles, videos, and office recommendations, are divided by topic and are all applicable to first year students. You can send your students directly there, but you can also grab information to share in class. [http://fye.uconn.edu/resources-for-success/](http://fye.uconn.edu/resources-for-success/)

- Technology and Grading Guidance - You can find detailed instructions online at [http://fye.uconn.edu/instructor-technology-resources/](http://fye.uconn.edu/instructor-technology-resources/), including how to enter midterm and final grades in Student Admin/PeopleSoft.
UNIV 1800. FYE  
University Learning Skills  
Catalog Description. One credit. Open to freshman and sophomore students only (or first-semester transfer students). An overview of the university experience with a focus on acquiring learning skills and understanding resources available for academic success.

**Population Course Serves.** Course serves as a FYE course for new UConn students (freshmen and transfer).

**Course Structure.** Course enrolls at 19 students per section and meets once a week. Instruction consists of lectures, discussions, and interactive workshops. Each course will have a peer mentor to assist the instructor in lesson planning and delivery, discussion facilitation, and grading. Some sections are scheduled to serve specific student populations such as athletes, CAP/SSS programs, internationals, and veterans.

**Key Course Learning Objectives**  
LO1: Students will recognize the principles of critical and creative thinking, and apply them to all three realms of their first-year experience: academic, personal, and global.  
LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth as UConn students.  
LO3: Students will recognize and engage with social and academic support services and enrichment opportunities.  
LO4: Students will recognize and practice basic academic and professional skills necessary for undergraduate success.  
LO5: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society.

**Required Curricular Elements**  
Critical Writing Assignment. Resume Assignment.
UNIV 1810. FYE Learning Community Seminar

Catalog Description. One credit. Open to freshman and sophomore students only. An overview of topics relevant to the theme of the Learning Community. May be repeated for credit with a change in content for a maximum of three credits.

Population Course Serves. Course serves as a FYE course for incoming students in Learning Communities.

Course Structure. Course enrolls at 19 students per section and meets once a week. Instruction consists of lectures, discussions, and interactive workshops.

Course Learning Goals. The focus is on self-understanding and planning, on academic achievement and relationships with faculty, staff, and peer mentors, and on social development in the community and in the world.

Key Course Learning Objectives
LO1: Students will recognize the principles of critical and creative thinking, and apply them to all three realms of their first-year experience: academic, personal, and global.
LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth as UConn students.
LO3: Students will recognize and engage with social and academic support services and enrichment opportunities offered at UConn, in and out of the classroom, especially as related to their LC’s field of intellectual focus.
LO4: Students will recognize and practice basic academic and professional skills necessary for undergraduate success at UConn, especially as expected in their learning community’s field of intellectual focus.
LO5: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society.
LO6: Students will work with an expert in the learning community’s field of intellectual focus.
LO7: Students will prepare for or conduct directed research and/or applied work in the learning community’s field of intellectual focus.
UNIV 1820. First Year Seminar

Catalog Description. One credit. Open to freshman and sophomore students only (or first-semester transfer students).

A variable topics course led by an expert. May be repeated for credit with a change in content.

Course Structure. Course enrolls at 19 students per section and meets once a week. Instruction consists of lectures, discussions, and interactive workshops.

Key Course Learning Objectives
LO1: Students will work with an expert in a field of intellectual interest.
LO2: Students will engage actively in the academic life of the university, in or out of the classroom.
LO3: Students will conduct directed research and/or applied work.

Individual instructors will determine the best content and assessments for their intellectual projects.

Required Curricular Elements. Assignments are tailored to course topic; cannot directly replicate UNIV 1800.

To Propose a UNIV 1820 Course schedule a meeting with FYE Program Manager Sarah Scheidel as early as possible. We are always excited to support you in developing a new 1820 vision to bring to UConn students.
UNIV 1840. Learning Community Service-Learning

Catalog Description. One credit. Activities, discussions, and critical reflections related to service-learning, community engagement, and/or experiential learning activities specific to the theme of a learning community. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course may be repeated for a total of four\textsuperscript{1} semesters.

Population Course Serves. Course is a required element for members (first-year students and beyond) of some Living and Learning Communities.

Course Structure. Students engage in a required number of service learning activities (varies by community: 20-32 hours per semester) and reflect on their work through assignments and community discussions.

Course Learning Goals. The goals of this course are to engage students in activities outside of the classroom that provide a rich context for what they are learning within their Learning Community as well as across their undergraduate curriculum. Students will examine their personal values and motivations and learn what it means to engage effectively and appropriately as a member of a global community with complex societal problems.

Key Course Learning Objectives
LO1: Students will recognize and apply the principles of service-learning.
LO2: Students will recognize and apply critical and creative thinking.
LO3: Students will recognize and apply effective communication with diverse groups.
LO4: Students will reflect on the results of their own actions and learning experiences.

\textsuperscript{1} This is an increase from 2014-2015, based on faculty feedback that the opportunity to repeat four times, as opposed to two, would help them increase academic rigor in their Living Learning Communities.
UNIV 3820. Advanced Learning Community Seminar

Catalog Description. One credit. Class hours by arrangement. Open only with instructor consent. This course is only open to sophomores, juniors, or seniors in learning communities. With a change in content, this course may be repeated twice for credit. A variable topics course designed to help students engage with the advanced academic and enrichment opportunities unique to their learning community.

Population Course Serves. Course is a required element for members (advanced students) of some Living and Learning Communities.

Course Structure. The instructional pattern for this course is blended. It may include a series of lectures, discussion sections, discussion boards, collaborative research, and meetings, along with active projects in which the students participate.

Key Course Learning Objectives:
LO1: Students will work with their Faculty Director in their field of intellectual interest.
LO2: Students will engage actively in the academic life of the university, in or out of the classroom.
LO3: Students will conduct directed research and/or applied work relevant to the academic theme of the learning community.

Required Curricular Elements: Individual instructors will determine specific learning outcomes as well as the best content and assessments for their intellectual projects in the contexts of their learning communities.

To Propose a UNIV 3820 Course schedule a meeting with LC Assistant Director Melissa Foreman as early as possible. We are always excited to support you in developing a new 3820 vision to bring to your Learning Community.
2018-2019 Teaching and Mentor Awards

Our instructors and mentors are our most valuable resources. Since 1998, we have been honoring those people who have exhibited particular hard work and dedication to FYE and FYE students. Please join us in congratulating this year’s award winners and nominees.

Outstanding First Year Experience Teaching Awards
The Outstanding First Year Experience Teaching Award is designed to recognize exceptional FYE instructors who support first year students' transition to the University.

Elizabeth Cracco, Ph.D., Director, Counseling and Mental Health Services
Karen Skudlarek, Educational Technologist, CETL Education Technologies and Learning Initiatives

John T. Szarlan Memorial Student Mentors
The John T. Szarlan Memorial Student Mentor Award is designed to recognize exceptional FYE mentors who support first-year students' transition to the University.

Sijia (Scarlett) Du, Psychological Sciences
Elena Jillson, Allied Health
Peer Education – Your FYE Mentor

FYE Mentors are upperclassmen who serve as junior teaching assistants and transition mentors to the first-year students in UNIV classes. This section includes information about the FYE mentors and the guidance they receive from the FYP&LC office.

Overview of the Program
First Year Programs recruits dedicated, knowledgeable, and charismatic undergraduate students to mentor and co-teach a First Year Experience class with a faculty or staff member. Mentors play key roles in assisting first-year students with their transition to UConn and act as a resource to guide students to various opportunities. In addition, mentors serve as role models whom students should feel comfortable to approach at any time with questions or concerns. This program allows mentors to earn academic credit and simultaneously gain leadership, teaching, and communication skills while helping fellow Huskies.

Who are they?
• Sophomores, Juniors, or Seniors (as of Fall 2019) who are willing to work cooperatively with both the instructor and the students in an FYE section.
• They sign up to mentor for one semester (Fall 2019).

Requirements
• 2.5 GPA or above
• Enrollment in EPSY 3020, taught on Wednesdays from 3:35 pm-5:35 pm
• Effective communication with first-year students
• Demonstrated pride in UConn and ability to share experiences with others
• Conducting themselves in a professional manner when representing the university

Training
• Mandatory attendance at summer training: August 21 and 22, 2019.
• In their EPSY course and summer preparation, they receive training in lesson facilitation, UConn resources, public speaking, and presentation skills.

Responsibilities
• Attend assigned UNIV 1800, 1810, or 1820 FYE class each week.
• Attend the EPSY 3020 class every Wednesday from 3:35 pm-5:35 pm.
• Meet weekly with instructor to plan and coordinate class topics and activities.
• Connect FYE students with resources.
• Listen to FYE student issues.
• Lead students in in-class activities or in coordination of out-of-class activities.
• Respond promptly and professionally to e-mails.
• Help with HuskyCT and manage a personal site to post resources for the students.
Present topics and lead discussions relevant to first-year students.

Benefits for the Student Mentors
- Earn three academic credits in EPSY 3020.
- Gain leadership, teaching, communication, peer counseling, planning, and presentation skills.
- Meet other mentors and students at UConn who share a similar leadership role.
- Receive information and connections into other programs at UConn.

Key Take Away Points and Reminders for Instructors
- Please plan to attend the FYE Mentor/Instructor Luncheon the week prior to the fall semester: **Thursday, August 22, 2019, Noon-1:30pm, location TBA.**
- We expect that you will meet with your mentor weekly to discuss the course. This helps them make the most out of the learning experience, and helps you draw on their meaningful insights as current UConn students.
- We expect that you will utilize the mentor within the class, whether it is through facilitating icebreakers or discussions, building connections with students inside or outside of class, managing HuskyCT posts, or other duties relevant to your section.
- The mentor will have to **independently** deliver one 50-minute presentation in the class between October and the end of November OR will need to create and carry out an independent project, as a course requirement for EPSY. If choosing to give a presentation, please help them discuss potential topics and their lesson plans so that this presentation fits into your course logically. One of the EPSY 3020 Teaching Assistants will sit in on the presentation to grade it. You may also provide your mentor with feedback following their presentation. If they are completing a project, the project proposal must be approved by both you and FYE Program Manager Sarah Scheidel. This project must be approved by **September 25th.**
## Common EPSY Course Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a Lesson Plan</td>
<td>Desmond McCaffrey</td>
</tr>
<tr>
<td>Question, Persuade, Refer (QPR)</td>
<td>Counseling and Mental Health Services</td>
</tr>
<tr>
<td>One-on-One Meetings &amp; Counseling Skills</td>
<td>Leo Lachut</td>
</tr>
<tr>
<td>Sexual Harassment Prevention and Education</td>
<td>Women’s Center</td>
</tr>
<tr>
<td>Leadership Cultivation</td>
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<tr>
<td>Investigating Your Values</td>
<td>EPSY STAs</td>
</tr>
<tr>
<td>Mentoring with StrengthsQuest</td>
<td></td>
</tr>
</tbody>
</table>
MY 2019 Mentor(s)

Our FYE Course:
UNIV_____._____; Day_____________; Time____________ Location_____________

Name:

Major(s) & Minor(s):

Contact Information:
Preferred Email:______________________ Phone:_______________________

Our Weekly Meeting Time & Location:

Fun Fact:

Our FYE Course:
UNIV_____._____; Day_____________; Time____________ Location_____________

Name:

Major(s) & Minor(s):

Contact Information:
Preferred Email:______________________ Phone:_______________________

Our Weekly Meeting Time & Location:

Fun Fact:
EPSY 3020 Instructor & Mentor Agreement Form, Fall 2019

An integral part of the FYE experience will be working with your instructor each week. It is required that you meet with your assigned instructor before the semester begins to work out an instructor/mentor agreement. Some things to keep in mind while setting expectations and learning goals for your role this semester:

- This Agreement Form is a living, fluid document. Changes, additions, and revisions are expected and play an integral part in your own growth as a peer mentor and student leader.
- Set realistic goals for yourself with your own development in mind.
- Remember that your instructor can also serve as a resource for you as you serve as a resource for your students.

We want both you and the instructor to have a clear idea of the expectations for this experience. Please use the following guidelines to begin your discussion so both you and the instructor can agree before the end of the summer—by August 22nd. If you have questions or concerns, please contact Sarah Scheidel.

**PLEASE RETURN THIS FORM TO YOUR TA by Thursday August 22, 2019**

<table>
<thead>
<tr>
<th>Instructor and Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet <strong>by August 22nd</strong> to discuss, personalize, and finalize this agreement.</td>
</tr>
<tr>
<td>Attend the mandatory Instructor/Mentor Luncheon on <strong>August 22, 2019</strong>.</td>
</tr>
<tr>
<td>During the fall semester, meet together on a weekly basis to plan class.</td>
</tr>
<tr>
<td>Integrate HuskyCT use into the FYE class, when appropriate.</td>
</tr>
<tr>
<td>Participate in mentor/instructor meetings at mid-semester (by October 11) and at the end of the semester.</td>
</tr>
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</table>

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<thead>
<tr>
<th>Expectations of the Instructor</th>
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</thead>
<tbody>
<tr>
<td>Involve mentor in planning of the class.</td>
</tr>
<tr>
<td>Share completed first day syllabus with mentor by August 22, 2019.</td>
</tr>
<tr>
<td>Encourage mentor to take a role in activities (e.g. HuskyCT development, discussion list postings, attendance, project development, and out-of-class activities)</td>
</tr>
<tr>
<td>Allow <strong>at least one opportunity</strong> for the mentor to make a <strong>substantial student-developed contribution</strong> to the course. (Most Mentors propose, design, and independently lead one class lesson under the supervision of their instructor with the support of their EPSY TA and instructors. Regardless of option selected, it is important that the required element be <strong>evaluated for course credit by the EPSY instructors during Weeks 6-12</strong>.)</td>
</tr>
<tr>
<td>Provide continuous feedback, including <strong>conducting a Mid-term Evaluation</strong> with the mentor in mid-October</td>
</tr>
</tbody>
</table>
Expectations of the Mentor

- Remain fully committed to the Peer Mentor role for the entire duration of the Fall 2019 semester beginning with Summer Training on **August 21, 2019**.
- Return to campus on or before **August 21, 2019** and do not participate in or schedule any other commitments during Summer Training dates, **August 21-22, 2019**.
- Uphold the values, mission, and goals of the FYP&LC Program, and represent UConn in an upstanding manner while serving as a Peer Mentor.
- Actively engage in civil discourse in the EPSY classroom.
- Protect students’ confidentiality regarding grades, journal entries, etc.
- Set personal learning and development goals for the semester, and discuss with Instructor by **September 18, 2019**.
- Commit to your **substantial contribution** (such as a presentation topic) by **September 25, 2019**, and confirm with TA and Instructors.
- **Attend all FYE and EPSY classes.**
- Conduct one-on-one meetings with each FYE student **at least once** throughout the semester.
- Take initiative to actively engage with the students each lesson.
- Learn how to design a course in HuskyCT (e.g. using HuskyCT tools, uploading files, downloading pictures, etc.).
- My substantial contribution will be:

  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  (Many students will develop a presentation (topic of their choice) with the guidance of their Instructor and TA to be evaluated by their EPSY TAs and instructors. However, there is flexibility because we recognize that not all FYE classes will benefit most from this model and so a project option is available. To discuss options, contact Sarah Scheidel.)

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Name:</td>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
UNIV Curriculum Resources

2019 Training and Workshops

The Office of First Year Programs & Learning Communities, under the guidance of our Faculty Courses and Curriculum Oversight Board (FCCOB), offers ongoing training and professional development workshops for FYE instructors throughout the summer and fall semester. Although some sessions are tailored to specific teaching populations, these are all open to all FYE instructors. Please make every effort to register on our FYE website (http://fye.uconn.edu/instructor-workshops/) ahead of time so that we bring enough food and/or materials.

UNIV 1800 instructors are required to participate in relevant training events, totaling at least five hours of professional development annually. UNIV 1800 instructors who attend the full May conference and the Mentor/Instructor Luncheon will more than satisfy their training hours for the year.

New Instructor Orientations

Tuesday, May 7, 2019, 2:00-4:30pm  
Rowe 234

Tuesday, June 25, 2019, 9:00am-Noon  
Rowe 234

(Tentative) Wednesday, July 31, 2019, Noon-3:00pm  
Rowe 234

Workshops

Working with Your FYE Mentor  
Thursday, June 13, 2019, 1:00-2:00pm  
Rowe 234
July Syllabus Lab - Workshopping Your Syllabus
Monday, July 8, 2019, 2:00-3:00pm
Rowe 234

FYE Hacks - Maximizing Outcomes with Less Time
Thursday, July 25, 2019, 11:00am-Noon
Rowe 234

Prepping for Your First Week
Tuesday, August 6, 2019, 11:00am-Noon
Rowe 234

HuskyCT: Course Customization w/Dan Facchinetti
Thursdays, August 8, 2019, 2:00-3:30pm
Oak 308

August Syllabus Lab - Workshopping Your Syllabus
Monday, August 12, 2019, 2:00-3:00pm
Rowe 234
HuskyCT, Blackboard Course Management

HuskyCT is used as a course management resource for all UNIV 1800 courses, in addition to many 1810, 1820, 1840, and 3820 sections. As an FYE instructor, you will only have 50 minutes each week to meet with your students. HuskyCT enables you to extend class meetings, allowing you to stay in contact with your students, cover more material over the course of the semester, clarify or collect assignments, allow for additional means of participations through the discussion tool, or notify students of time sensitive opportunities on campus utilizing the Calendar feature.

Key Points
It is important to incorporate HuskyCT into the FYE course so students can explore the site and learn about the features. It is inevitable that they will be using HuskyCT in future academic classes.

There are several tools within HuskyCT that can help ease the burden of course management. The Office of FYP&LC suggests investigating Announcements, Course Calendar, Discussions, Assignments, and Grade Book/My Grades, but we strongly encourage you to explore your UNIV site to learn the different features you feel best serve your students and your teaching methods.

Please use this section as a mini pedagogical guide to HuskyCT. We do not ask that you incorporate all these features into your course, only the ones you see appropriate.

Specialized HuskyCT training in strongly encouraged. CETL (http://cetl.uconn.edu/teaching-talks/) offers various HuskyCT trainings throughout the fall semester.

If you have any questions about HuskyCT, please review our online FAQs (http://fye.uconn.edu/instructor-technology-resources/) or contact CETL (http://cetl.uconn.edu/huskyct-blackboard-2/)

What is HuskyCT?
UConn’s Learning Management System is known as HuskyCT; it is designed and supported by Blackboard. In addition to acting as a virtual classroom allowing learning to go beyond the traditional classroom setting, HuskyCT allows you to host your syllabus, course schedule, PowerPoint slides, handouts, links to Prezis, web sites, or videos, and electronic course reserve materials from the library. HuskyCT sites can be archived and used for future semesters. It can also be a “green” solution. HuskyCT assembles in one place all the “stuff” that in the past would be distributed as handouts to students.

Please note, HuskyCT is designed as an asynchronous platform and should not be used to host synchronous course meetings. HuskyCT requires Internet access.

Note: If you are an 1800 or 1810 instructor, please DO NOT request a template HuskyCT site in PeopleSoft, as this task is done for you. You contact the HuskyCT Office only if you wish to reimage a site you have used in the past.
Pedagogical Overview
HuskyCT (Blackboard 9.1) has been selected by the Office of FYP&LC as one of the literacy skills with which we desire all UNIV students to gain familiarity. Specifically, the fundamental understanding of how the system is leveraged here at UCONN along with the requisite technical skills that future courses will require them to possess. The following information will detail the tools and information recommended for inclusion in your UNIV HuskyCT Course Section.

Basics
Because all HuskyCT sections are able to be customized and utilized in very different ways, we recommend taking time during your first class meeting of the semester to provide them with a guided tour of your course. Make sure to explain the essentials such as set-up (organization of content and how they are to access it), the tools you will be using and how you’ll be using them, when online posts are due by, etc.

Set-up online “office hours”. HuskyCT is available 24/7/365 and because of this, research has shown that students assume that will carry over to your accessing and managing your section. To avoid confusion, make it known to your students what days and times you will be checking HuskyCT and your minimum expected turnaround time for feedback/responses (we suggest a 2-day response for messages, 3-4 days for message board posts, and a week for grading assignments).

Content areas are a specific methodology for content storage and student access; because of this, all UNIV 1800 sections host four distinct areas for class organization: Welcome & Home Page, Assignments, Media, and Mentor Information. These content areas break down as follows:

- **Welcome & Home Page** is the suggested access point for your course syllabus, FYP&LC student assessments, etc.
- **Assignments** is the suggested access point for all coursework you wish to collect digitally.
- **Media** is the suggested access point for any videos, web links, games, or similar content you wish for students to engage with during your course.
- **Mentor Information** is the required access point hosting the mentor bio page & contact information required in their EPSY 3020 course.
It is important that this structure be leveraged, as it will ease confusion and allow students to more readily access your course content in a timely manner.

**Course Tools: Announcements**

Announcements are an important communication tool that enables you to post timely information critical to course success. Announcements have several delivery methods that may be layered on as additions enabling you to trigger pop-up delivery and/or generating an e-mail to their UCONN accounts (this ensures that students receive the announcement even if they do not log in to your course). The Announcement tool in the current version of HuskyCT adds additional control and functionality by enabling instructors to include direct links to course content you want to highlight for student review.

This is an ideal place to post time-sensitive material including:
- Assignment due dates
- Changes to the syllabus
- Corrections/clarifications of materials
- Exam schedules

**IMPORTANT TIP:** Research shows that student anxiety with technology can be greatly reduced if changes and/or updates to materials are clearly communicated to them via the Announcement tool. When adding new content to your HuskyCT section, make sure you create a companion course announcement that fully explains what you would like them to do AND where they can find it via HuskyCT.

**Course Tools: Calendars**

The Course Calendar allows you to provide students with dates for course and campus related events. Course Calendar events appear to all members of the course. Common entries you may include in the Course Calendar are:
- Assignment & test due dates
- Instructor Office Hours
- UCONN’S Exam Schedule
- Guest speakers/Presenters
- Campus events

Due to the heavily resource-driven nature of our UNIV sections, we strongly recommend that all instructors leverage the course calendar function to apprise students of course, campus, and area events.

Please note, when you create items with due dates, such as tests or assignments, HuskyCT will auto-generate a corresponding calendar event on the course calendar for that day.

**IMPORTANT TIP:** The current version of HuskyCT includes two features that you may wish to leverage.

The newly expanded “Event Description” box enables you to embed hyperlinks to external web resources. Simply paste the desired URL into the box and upon saving the event,
HuskyCT will generate the HTML code that makes the link active without any additional efforts on your part.

Users may now sync their HuskyCT calendars to external calendars using the iCal URL feature. Once the Learn iCal URL is set up in an external calendar, it is updated dynamically with new HuskyCT calendar events. To sync HuskyCT to your Google Calendar, select the Other Calendar option from the drop-down list, select Add by URL, and paste the iCal URL generated by HuskyCT.

**Course Tools: Discussions**
Building a sense of community among students is crucial for a successful online experience. With the discussion board tool, course members can replicate the robust discussions that take place in the traditional classroom. Discussions can serve a range of purposes, such as:

- An online meeting place for social interaction among peers.
- An additional medium for collaboration and the exchange of ideas.
- A medium to pose questions about homework assignments, readings, and course content.
- A way to demonstrate the understanding or application of course material.
- A record of discussion that members can review at a later point.
- A graded activity that demonstrates understanding or application of course material.

These asynchronous interactions occur over an extended period of time and allow for more flexibility, as well as reflective communication.

Participation and interaction in the discussion board does not occur naturally, but must be intentionally designed into your courses. To encourage engaging, quality discussion, craft discussion questions carefully and create inquiry.

If you want to encourage participation, consider allowing students to post anonymously. Also, allow students to create new threads. This flexibility may encourage members to post their ideas and questions. You can also provide incentive by grading the discussion or adding exam questions based on discussion content.

**Forums vs. Threads: What’s the difference?**
Forums allow you to group related discussions and help your students stay on task. Before anyone can start message threads, you need to create one or more forums.

A forum is an area where participants discuss a topic or a group of related topics. Within each forum, participants can create multiple threads.

A thread includes the initial post and all replies to it.

**Examples:**

<table>
<thead>
<tr>
<th>Forum</th>
<th>Threads in the Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Discussions</strong></td>
<td>Scavenger Hunt, Career Services Presentation</td>
</tr>
</tbody>
</table>
IMPORTANT TIP: Consider using the Discussion tool in your FYE classroom to prep students for in-class presentations or to gather post presentation feedback.

Other Electronic Resources

This manual is not your only curricular resource that you can utilize 24/7 this year. In our effort to provide FYE instructors with opportunities for ongoing collaboration and support we have created numerous Instructor Resources pages on our website, [http://fye.uconn.edu/](http://fye.uconn.edu/), which offer expanded and up-to-date curricular resources. We also have an official FYP&LC UConn Events Calendar for events important to FYE students and instructors and a FYP&LC Soapbox that is published online every week in fall. In this section, you will find basic information about these resources, along with directions on how to access each of them.

FYE Website
The website offers general Instructor Resources ([http://fye.uconn.edu/instructor-resources/](http://fye.uconn.edu/instructor-resources/)), as well as specialized pages for Lesson Plans/Activities, Instructor Technology Resources, sample syllabi, and Expert-Led Lessons. We update these pages frequently as we receive new resources.

FYP&LC Events Calendar
The University of Connecticut hosts office and program official events calendars at [http://event.uconn.edu/home](http://event.uconn.edu/home). The two calendars published by FYP&LC are the First Year Programs & Learning Communities and Academic Achievement Center calendars. The First Year Programs & Learning Communities calendar is now tailored to be the best resource for FYE instructors and students seeking potential Critical Reflection events – academic, cultural, and human rights events relevant to first-year students. The Academic Achievement Center calendar is used exclusively for AAC programming.
FYP&LC Soapbox
The Office of First Year Programs & Learning Communities sends out a newsletter called the FYP&LC Soapbox all year round. During fall semester the newsletter is published every week of the semester. During spring and summer, it is published approximately once a month.

Mid-Term Warnings/Grading
Instructors of 1000 and 2000-level courses notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U or N grades. The Registrar alerts the students, their advisors, and others, such as the First Year Programs Office, as appropriate, via the University’s e-mail system. These reports are not part of the permanent record. They are designed to be of diagnostic aid to the student. If a student is doing unsatisfactory work, the full responsibility for improvement is left to the student. The student is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University. At the end of each semester, students may view their grades on the Student Administration System.

Link to above information is: http://catalog.uconn.edu/academic-regulations/grade-information/

- If one or more of your students has a C- or below at the end of week 6 in the semester in 1000 level class, which include all UNIV 1800, ’10, etc., you must record their grades in student admin. (see below for instructions)
- If a student is struggling, try and make some time to meet with them one-on-one to discuss how they are doing, and suggest ways you can help them get through those struggles.
  o Make sure it stays confidential
  o Suggest resources like the Academic Achievement Center in Rowe 217, their academic advisors, and the resources in the library such as the Q Center and Writing Center.
  o If personal troubles arise, try to talk with them and check in, but also suggest Counseling and Mental Health Services.
    ▪ Email: http://counseling.uconn.edu/
    ▪ Location: Arjona Building near Mirror Lake
- Our data suggest that a vast majority of students who fail UNIV 1800 or related classes end up on academic probation, so give them all the support that you can.

Recording Mid-term Grades in the Student-Admin system.

In order to get to this page, go into the student admin system, and at the top next to “Home”, is Instructor/Advisor help. Click on that and under the Instructors links, there is
one that says “Record Mid-Term Grades”, click on it, and proceed to the instructions below.

**Record Mid-Term Grades**

At the end of the sixth week of a semester, you must record mid-term grades for those students in 1000-level and 2000-level classes whose grade up to that point is a C-, D+, D, D-, F, U, or N. Instructors can optionally enter mid-term grades for 3000-level and 4000-classes.

After logging in, navigate to the **Mid-Term Grades** by clicking:

- **Self Service** in the Menu, then Faculty Center.

- From the Faculty Center, click the **Grade Roster** icon corresponding to the class for which you wish to enter mid-term grades.

---

**Select display option:**  
- Show All Classes  
- Show Enrolled Classes Only

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Title</th>
<th>Enrolled</th>
<th>Days &amp; Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 1001-001 (1506)</td>
<td>Introduction to Animal Science (Lecture)</td>
<td>92</td>
<td>TuTh 11:00AM - 11:50AM</td>
</tr>
<tr>
<td>ANSC 1001-001D (1505)</td>
<td>Introduction to Animal Science (Discussion)</td>
<td>44</td>
<td>Tu 1:00PM - 3:00PM</td>
</tr>
<tr>
<td>ANSC 1001-002D (1507)</td>
<td>Introduction to Animal Science (Discussion)</td>
<td>48</td>
<td>Tu 3:00PM - 5:00PM</td>
</tr>
</tbody>
</table>
The Mid-Term grade roster for the selected class displays.

**Faculty Center**

**Grade Roster**

**ANSC 1001 - 001D Introduction to Animal Science**

**Discussion (1505)**

Fall 2008 | Regular Academic Session | University of Connecticut

<table>
<thead>
<tr>
<th>Meeting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days &amp; Times</td>
</tr>
<tr>
<td>Tu 1:00PM - 3:00PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Roster Type</th>
<th>Mid-Term Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Status</td>
<td>Not Reviewed</td>
</tr>
</tbody>
</table>

- Access the grade drop-down list for each affected student, and select the appropriate mid-term grade. Options for mid-term grades include: C-, D+, D, D-, F, U, and N.

<table>
<thead>
<tr>
<th>Notify</th>
<th>ID</th>
<th>Name</th>
<th>Roster Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000001</td>
<td>Student Name A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1000002</td>
<td>Student Name B</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>1000003</td>
<td>Student Name C</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1000004</td>
<td>Student Name D</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1000005</td>
<td>Student Name E</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1000006</td>
<td>Student Name F</td>
<td></td>
</tr>
</tbody>
</table>

**Reminder:** When working with large class lists, click **Save** often. The system will time you out after 15 minutes of inactivity.

- When all your mid-term grades are entered for your affected students, click **Save**.

**NOTE:** Do **NOT** update the Approval Status field to Approved, as when entering **Final Grades**.

Once the mid-term grades are recorded, they will not appear on any transcript or advising report. The Registrar’s Office will extract all students with mid-term grades and communicate with them as necessary.

**NOTE:** The **Notify Selected Students** or **Notify All Students** buttons DO **NOT** send students a mid-term grade notification. You can optionally elect to send students an email using these buttons, if desired.
One of the major goals of the FYE Program is to introduce students to campus resources that will help them succeed, persist, and thrive at the university. Because we can’t all be experts on everything UConn, FYP&LC has built connections with experts across campus who have worked with the office to develop, mostly 50-minute, lessons. Below is a list of all of the currently fully-developed offerings supported by FYP&LC. More information can be found on our website, fye.uconn.edu.

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Achievement Center, FYP&amp;LC</strong></td>
<td>Academic Success (5+ options)</td>
</tr>
<tr>
<td><strong>The Major Experience (TME)</strong></td>
<td>What’s REALLY Important to You (or) How Major is Your Major?</td>
</tr>
<tr>
<td><strong>Center for Career Development (required)</strong></td>
<td>Resume Development</td>
</tr>
<tr>
<td><strong>Center for Students With Disabilities (CSD)</strong></td>
<td>“Better than…”</td>
</tr>
<tr>
<td><strong>Dairy Bar</strong></td>
<td>Ice Cream funded by FYP&amp;LC</td>
</tr>
<tr>
<td><strong>Division of Public Safety, Community Policing</strong></td>
<td>Safety at UConn</td>
</tr>
<tr>
<td><strong>Education Abroad</strong></td>
<td>Study Abroad</td>
</tr>
<tr>
<td><strong>Off-Campus Student Services</strong></td>
<td>Intro to Off Campus Issues</td>
</tr>
<tr>
<td><strong>OSFAS</strong></td>
<td>Your Money Matters: Life Elements Activity for Financial Literacy</td>
</tr>
<tr>
<td><strong>Human Rights Institute</strong></td>
<td>Human Rights at UConn</td>
</tr>
<tr>
<td><strong>International Student and Scholar Services</strong></td>
<td>International Student Services</td>
</tr>
<tr>
<td><strong>Puppetry Museum</strong></td>
<td>Puppetry Museum Field Trip</td>
</tr>
<tr>
<td><strong>Student Health Center</strong></td>
<td>Health for International Students (or) S.M.A.R.T. Start</td>
</tr>
<tr>
<td><strong>Women’s Center, VAWPP (required)</strong></td>
<td>Violence Against Women Prevention</td>
</tr>
<tr>
<td><strong>The William Benton Museum</strong></td>
<td>Critical Looking at the Benton</td>
</tr>
</tbody>
</table>
Campus-Partner Presentation: Consent 201 - Violence Against Women Prevention
THIS LESSON IS REQUIRED BY FYP&LC
Department: Women’s Center

Brief Description: Rape is the most common violent crime on American college campuses today. One in four college women report surviving rape or attempted rape at some point in their college career. This rate has remained the same since the 1980s. VAWPP is dedicated to addressing and preventing all forms of sexual violence, intimate partner violence, stalking, and sexual harassment through education, outreach and advocacy. VAWPP workshops are interactive discussions, facilitated by peer educators, which explore the entire continuum of sexual violence, from media images to criminal behavior.

Consent 201 expands on concepts first-year students were introduced to at Orientation. The workshop reinforces the importance of understanding the University’s definition of consent and how to operationalize it, all while challenging participants to examine attitudes and practices that normalize and condone gender-based discrimination, harassment and violence on campus and beyond.

Consent 201 invites students to think critically about common patterns of communication around requests, negotiation, pressure and coercion. Facilitators will use fun, interactive, non-sexual role-play to help students discuss dynamics within sexual and romantic situations.

Participants should leave the workshop with:
- Decreased rape myth acceptance
- An increased understanding of UConn’s definition of consent
- The ability to apply the University’s definition of consent, should they choose to be sexually active
- The ability to make connections between unhealthy norms and gender-based violence

Deadline: There is no specific deadline for this presentation, but please sign up in a timely manner.

Location: VAWPP will have a representative come to your FYE class location.

Length: Workshops are approximately 45 - 50 minutes in length, and usually involve interactive exercises, and discussion.
**Campus-Partner Presentation: Academic Achievement Center**

Brief Description: The Academic Achievement Center currently offers different expert-led FYE presentations for you to choose from. All presentations have been updated/created this year!

How to sign up: Visit [https://achieve.uconn.edu/pres/request/](https://achieve.uconn.edu/pres/request/) for up-to-date information.

Deadline: There is no specific deadline but do realize that the presentations slots fill up quickly due to availability of their staff.

Location: An AAC representative will come to your FYE class location or you can bring your class to the AAC.

Length: The presentation will last the full 50-minute class.
Campus-Partner Presentation: What’s REALLY Important to You?
Department: The Major Experience/Academic Center for Exploratory Students (ACES) Advising

Brief Description: Your values will often be the driving force behind almost every important decision you make. They are your principles and standards. They are your judgement of what’s important in life. They are beliefs, ideas and experiences that are important to you and direct your choices. This fun and interactive workshop will give students the opportunity to begin thinking about their values and how values can guide their decision making. We will focus on how this impacts a student’s choice of major and/or career.

How to Sign Up: If you are interested in signing up please visit the following website to fill out a request form.
https://tme.uconn.edu/presentations/values/

Deadline: Please sign up as soon as possible. Requests made once the semester has started may not be accommodated.

Location: ACES Advising will have a representative come to your FYE class location.

Length: This presentation will last the full 50-minute class period and is very interactive.
Campus-Partner Presentation: How Major is Your Major?
Department: The Major Experience/Academic Center for Exploratory Students (ACES) Advising

Brief Description: We believe that every student should be exploratory when it comes to majors. Whether they’re anxiously undecided or comfortably declared, everyone can benefit from taking the time to examine their options. However, most students simply aren’t prepared to explore. Preconceived assumptions and myths about majors prevent them from being able to take full advantage of the process. This fun and interactive presentation will focus on elevating the student approach to major exploration by acknowledging and correcting these misconceptions and demonstrating that choosing a major isn’t quite so major.

How to sign up: Please submit your request by completing the online form: https://tme.uconn.edu/presentations/myths/

Deadline: There is no specific deadline for this presentation, but please sign up in a timely manner.

Location: ACES will have a representative come to your FYE class location.

Length: This presentation will take about 50 minutes (including question/answer time throughout) and is VERY interactive.
**Campus-Partner Presentation: “Better than…”**
Department: Center for Students with Disabilities

**Brief Description:** Students will engage in an interactive activity that will challenge them to use different communication styles, face different roadblocks, and understand how to make better use of teammates working toward a common goal. While this is not a simulation, they will have the opportunity to experience challenges students with disabilities face and engage in an interactive and thought-provoking discussion. Students will be challenged to apply knowledge gained to help foster a safe and accepting environment in their classes, residence halls, and as a member of the university community.

**How to Sign Up:** Contact Bryanna Anderson at bryanna.anderson@uconn.edu or at (860)486-2020.

**Deadline:** There is no specific deadline, but availability does become limited.

**Location:** CSD will have a representative come to your FYE class location.

**Length:** This presentation will last the full 50-minute class period.

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**Campus-Partner Presentation: S.M.A.R.T. Start**
Department: UConn Student Health Services

**Brief Description:** This presentation will help students think about wellness holistically, then set their own health goals. They will complete a Health Risk Questionnaire prior to the presentation, then develop an achievable goal based on S.M.A.R.T. goal setting principles.

**How to Sign Up:** See [http://fye.uconn.edu/expert-led-presentations/](http://fye.uconn.edu/expert-led-presentations/) for more details

**Location:** Student Health Services staff will come to your classroom.

**Length:** This presentation will last the full 50-minute class period.
Campus-Partner Presentation: UConn Student Health Services for International Students
Department: UConn Student Health Services

Brief Description: International students may enter UConn with limited knowledge about our health care system and insurance plans, while also lacking an understanding of how to seek care when needed. This has led some students to commute to the nearest city for care from health care providers with practices similar to ones from their home countries. In this session from Student Health Services’ clinical staff, international students will:

- Receive information on how to schedule appointments with health care providers
- Discuss different types of providers a student may see when they access care (e.g. Doctor, Nurse Practitioner, Physician Assistant, Registered Nurse)
- Receive assistance with locating health providers in the local community
- Gain basic knowledge regarding health insurance plans
- Learn how to deal with illness and when to seek care
- Learn how to deal with emergencies and when to seek emergency care
- Get an overview of preventive care, including self-care, healthy habits, and immunizations.

How to Sign Up: See http://fye.uconn.edu/expert-led-presentations/ for more details

Location: Student Health Services staff will come to your classroom.

Length: This presentation will last the full 50-minute class period.
**Campus-Partner Presentation: Education and Crime Prevention Programs**  
Department: UConn Division of Public Safety

**Brief Description:** The UConn Police Department provides various education and crime prevention programs ranging from Active Threat training to University Safety Awareness. They have also tailored a seminar specifically for our FYE students which has been very popular over the years.

**How to sign up:** Visit [http://fye.uconn.edu/expert-led-presentations/](http://fye.uconn.edu/expert-led-presentations/) for up-to-date information.

**Deadline:** The Police Department asks that you request a program at least 3 weeks before the date of the program. Program requests are filled based on availability of department personnel.

**Location:** FYE Seminars are only held at the Police Station.

**Length:** These presentations last the full 50-minute class period.

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**Campus-Partner Presentation: Education Abroad**  
Department: Education Abroad Office

**Brief Description:** The Education Abroad office would be happy to come to your FYE class to discuss with students the plethora of opportunities there is to study abroad here at UConn. They typically cover common questions student have around financing, programs, locations, academics and other topics.

**How to Sign Up:** If you would like to schedule a presentation, please visit the Education Abroad website by following this link: [https://abroad.uconn.edu/presentations/](https://abroad.uconn.edu/presentations/).

**Deadline:** Please submit your request at least one week in advance but realize that the time slots do fill up quickly.

**Location:** Education Abroad will have a representative come to your FYE class location.

**Length:** 40-50 minutes
Campus-Partner Presentation: Your Money Matters: Life Elements Activity – Financial Literacy
Department: The Office of Student Financial Aid Services

Brief Description: The Office of Student Financial Aid Services provides an interactive activity that offers budgeting, personal finance and overall financial planning skills to undergraduate students. FYE students will learn key personal finance skills in a fun and engaging manner, as they embark on making financial decisions for Dakota, a senior graduating from UConn. Learning objectives include emphasizing the value (and ease) of creating a monthly budget, the importance of saving, the difference between credit cards and debit cards, and why it’s important to minimize debt. Ultimately, students will leave the session with a heightened awareness for early financial planning.

How to Sign Up: Email your request to YourMoneyMatters@uconn.edu for a staff member to attend your FYE class. Please include date, time, location and number of students with your request.

Deadline: Requests are taken throughout the semester. We will be able to facilitate the activity beginning October 1st.

Location: A member of the Office of Student Financial Aid Services staff will come to your class location.

Length: This activity lasts the full 50-minute class period.
Campus-Partner Presentation: Museum of Puppetry Field Trip
Department: The Ballard Institute and Museum of Puppetry

Brief Description: The Ballard Institute offers docent-led tours of exhibits to FYE classes to introduce them to the variety and history of global puppet traditions and the world-renowned UConn Puppet Arts program. Encourage your students visit the museum individually or sign up for a group tour as a class.

How to Sign Up: If you would like to schedule a tour, please contact the Program Assistant, Emily Wicks, at emily.wicks@uconn.edu or 860.486.8585.

Deadline: Two-week advance scheduling is recommended.

Location: The tour will take place at the Ballard Institute and Museum of Puppetry at 1 Royce Circle in Storrs Center.

Length: The time can be tailored to class need, but generally lasts around 45 minutes. Assessment/Feedback: At this time there is no assessment or feedback required by the Ballard Institute, but any feedback or suggestions can be emailed to Emily Wicks at emily.wicks@uconn.edu.

Campus-Partner Presentation: Human Rights @ UConn
Department: The Human Rights Institute

Brief Description: Let the Human Rights Institute introduce your students to the concept of human rights through this interactive session created for FYE classes. Student will also hear about the opportunities and resources available for students studying human rights at UConn.

How to sign up: Please use the following link to schedule a presentation, https://goo.gl/forms/OLevYYWsyumFUw2F3

Deadline: There is no specific deadline, but availability does become limited. In Fall 2019 we will be able to accommodate a maximum of 10 interactive sessions.

Location: HRI will have representative come to your FYE class location.

Length: The time can be tailored to your class need; we offer a 15-minute information session or a 50-minute interactive session.
Campus-Partner Presentation: Critical Looking at the Benton

Department: The William Benton Museum of Art

Brief Description: Critical looking is a framework for learning that is inquiry-driven and discussion-based.

Looking at art is about more than recognizing a canon of artists and styles. In fact, analyzing a work of art builds many of the same skills associated with critical thinking. Critical looking involves careful observation, detailed description, thorough analysis, interpretation, and reflection. It sharpens perception while at the same time refining the use of language, as students translate the sensory experience of a work of art into words. Critical looking asks students to understand what they are seeing, and to ask themselves why they see it the way they do.

This interactive workshop gives students an opportunity to hone their critical looking skills through direct engagement with original works of art. First students will explore a work of art in the gallery by analyzing their experience of it. Facilitated discussion will deepen understanding by allowing for comparisons across students’ observations and pose provocative questions that delve further into the art work’s meaning. We will focus on developing a toolkit for critical inquiry with the potential for broad application beyond the museum.

How to Sign Up: The workshop takes place in the Benton galleries and lasts approximately 50 minutes. Use the request form on our website to schedule a workshop. Contact Amanda Douberley, Assistant Curator/Academic Liaison, at amanda.douberley@uconn.edu or 860-486-1705, for more information.

Deadline: Two-week advance scheduling is recommended.

Location: The presentation/tour will take place at the Benton Museum of Art.

Length: The workshop lasts 50 minutes.

How to Sign Up: The workshop takes place in the Benton galleries and lasts approximately 50 minutes. Use the request form on our website to schedule a workshop. Contact Amanda Douberley, Assistant Curator/Academic Liaison, at amanda.douberley@uconn.edu or 860-486-1705, for more information.

Deadline: Two-week advance scheduling is recommended.

Location: The presentation/tour will take place at the Benton Museum of Art.

Length: The workshop lasts 50 minutes.
FYE Instructor Reimbursement Policy

The office of First Year Programs and Learning Communities promotes broadening student knowledge of campus resources. Each semester you have the option to treat your class to one of three “free”/reimbursable food opportunities:

- UConn Dairy Bar
- The Beanery
- Dunkin Donuts
- Other Vendors

UConn Dairy Bar

Visit the Dairy Bar to experience the taste of UConn’s award winning milk in ice cream form! (http://dining.uconn.edu/uconn-dairy-bar/)

1. At least two weeks before the planned field trip, have each student choose their ice cream flavor.
   - **Size** – 3 oz.
   - **Flavor** – only 1 flavor may be ordered per student

**Note:** 3 gallon tub and ½ gallon tub purchases are not permitted.

Transfer the information (total quantities ordered, date of visit, etc…) onto the UConn Dairy Bar Order Form (found at https://dining.uconn.edu/fye-class-group-visits/) and submit at least 8 business days before your class.

**NOTE:** The UConn Dairy Bar opens at 11 AM every day. If you have class before 11 AM, you can call the UConn Dairy Bar (860-486-1021) to make arrangements to pick up and take your order to your regular class location – you will still need to submit your online order. If you have any questions, contact Sarah.Renn@uconn.edu (for 1800s) or Helena DeBald (for 1810s).

Dunkin Donuts

Purchase beverages and food to help promote engagement/discussion in your class. Purchase up to $25 is reimbursable to the instructor – anything in excess will not be refunded.

When seeking reimbursement, bring the following to Vanessa Licowski in ROWE 235A:

1. Original itemized Dunkin Donuts receipt
2. Completed “Disbursement Voucher – List of Attendees Approval Form” (see below)
3. Course syllabus that clearly lists class activity supported by Dunkin Donuts purchase

Other Vendors

You also have the ability to go outside of these three options and make a purchase from any other vendor to help engage students. Purchases categorized as “Other” will be granted reimbursement up to $25 – anything in excess will not be refunded.

When seeking reimbursement, bring the following to Vanessa Licowski in ROWE 235A:
1. Original itemized receipt
2. Completed “Reimbursement Approval Form” (see below)
3. Course syllabus that clearly lists class activity supported by “Other” purchase
# Reimbursement Approval Form

*Note: Reimbursements will not be made in excess of $25.00*

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Class:</th>
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<tr>
<td>Date of Purchase:</td>
<td>Purpose of Purchase:</td>
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</table>

**Total Reimbursement Request:**

### List of Attendees:

- David T. Ouimette,
  *Executive Director of FYP&LC*

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<tr>
<th>First Name</th>
<th>Last Name</th>
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**Approval Signature:** __________________________  **Date:** __________________________
UNIV 1800/1810 Core Curriculum

Introduction to the Core and Your Course’s Story

UNIV 1800 is the most widely offered course overseen by the Office of First Year Programs & Learning Communities. In this section, you will find a breakdown of the common learning objectives of the course, as well as full teaching notes and lesson information for the two assignments required in 1800 and strongly recommended in 1810: 1) Critical Reflection Writing Assignment and 2) First College Résumé. Critical and creative thinking, respect for diversity, and violence against women prevention are also expected to be woven into each course. Together these make up the curricular skeleton of the UNIV 1800 & 1810 experience, ensuring that each first-year student leaves FYE prepared to make the most of their college experience.

Although every section of the course has these in common, there is quite a bit of latitude afforded to individual instructors to make the course their own by creating their own stories. In other words, instructors have to determine the specific learning outcomes they want their students to meet within these common objectives and the story their class will create together to arrive at these ends. Constructing this story is, then, the most fun and challenging element to teaching FYE at UConn.

Overall Holistic Development

Learning Objective (LO1): Students will recognize the principles of critical and creative thinking, and apply them to all three realms of their first-year experience: academic, personal, and global.

Possible Questions:

Goals for the First Year in College at UConn: Who do you want to be at Graduation? What new knowledge and skills do you want to have? What do you want your resume to look like – in terms of academics and experiences when you create your life?
Relationship with Self

Learning Objective (LO2): Students will recognize their strengths and weaknesses and reflect on their personal growth as UConn students.

Possible Reflection Questions

**Self-Understanding and Personal Growth:** How will you come to purposefully understand yourself better? How will you grow as a person? How will you come to understand the best ways for you to approach the challenges that you will encounter on your journey?

**Intentionality and Integration:** How do you want to consciously set goals, plan, and remain fully aware of the path you are choosing in your life? What processes will you use to "stay on track" with the goals you set for yourself? How will you bring all of your experiences together into one complete experience?

Relationship with Academic Life at UConn

Learning Objective (LO3): Students will recognize and engage with social and academic support services and enrichment opportunities offered at UConn.

Learning Objective (LO4): Students will recognize and practice basic academic and professional skills necessary for undergraduate success at UConn.

Possible Reflection Questions:

**Academic Achievement and Spirit of Inquiry:** Where is your academic passion? How will you refresh your natural curiosity about the world around you – and about ideas? How will you turn your passion and curiosity into new knowledge and new contributions to the world? What do you want to learn within and beyond your courses?

**Academic and Life Skills:** What skills do you want to develop further? How will you build your academic skills and your life skills? What new skills do you want to learn?

**Relationship with Faculty, Staff, and Peer Mentors:** Which faculty, staff, and peer mentors will you develop relationships with in your first year? How will you partner with them in achieving your academic and other goals?
**Relationship with Your Community and the World**

**Learning Objective (LO5):** Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society.

**Possible Reflection Questions**

**Social Development:** How do you want to develop socially, in close relationships, and as a member of various old and new communities for you?

**Cultural Competence, Global Awareness, and Participation in a Global Society:** How will you become more aware of other cultures, more competent in understanding people different from you, and a responsible participant in a global society? What multicultural experiences do you wish to have to get you there? How will you express yourself artistically, and what experiences do you wish to have in the area of fine arts (music, art, drama, dance)?

**Human Rights and Equality:** What is your understanding of human rights and equality, and what more can you learn about human rights, oppression, and the role each of us plays in affecting the rights of others who live near us or anywhere in the world?

**Environmental Awareness and Right Relationship with Ecosystems around the World:** What kind of relationship do you wish to have with your natural environment? What experiences do you wish to have to help you make informed choices about your impact on the environment?

<table>
<thead>
<tr>
<th>Common Instructor-Selected Course Topics</th>
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<tbody>
<tr>
<td><strong>Self</strong></td>
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<tr>
<td>☐ Time Management</td>
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<tr>
<td>☐ Stress Management</td>
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<td>☐ Personality Types</td>
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<tr>
<td>☐ Values/Self-knowledge</td>
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<tr>
<td>☐ Health Education (Nutrition, Fitness, Alcohol &amp; Other Drugs, Sex)</td>
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<tr>
<td>☐ Critical thinking</td>
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<td>☐ Decision Making</td>
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<tr>
<td>☐ Your Four-Year Plan</td>
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<tr>
<td>☐ Passions/Goals</td>
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<tr>
<td>☐ Personality Assessments</td>
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</tbody>
</table>
First College Résumé – Collaboration with the Center for Career Development

The First College Résumé & Career Development Unit has been developed through years of collaboration between First Year Programs & Learning Communities (FYP&LC) and the Center for Career Development (CCD).

College Résumé Learning Outcomes

LO1: Students will apply the principles of critical and creative thinking as they create a first draft of their résumé, and workshop and revise it through a CCD in-class lesson and Small Group Résumé Workshop.

LO2: Students will develop a college résumé to document their starting point, learn about the concept of transferable skills, and begin to plan for their development of these skills through college experiences.

LO3: Students will engage with the Center for Career Development, and its resources and services, through an in-class lesson and a Small Group Résumé Workshop.

LO4: Students will recognize and practice basic skills necessary for drafting a college-level working résumé by creating a first college résumé with quality bullet statements.

LO5: Students will register for an FYE Small Group Résumé Workshop session at the Center for Career Development and arrive on time prepared for the session to demonstrate professionalism.

LO6: Students will begin to practice ongoing career development, to be supported through future interactions with the Center for Career Development.

Assignment Rationale

Your first year college students may associate a résumé with upper-level students going out on the job market. So you may be wondering why FYP&LC and CCD have required that FYE students participate in a résumé writing assignment when they have just arrived on campus. We strongly believe that first year students will benefit from creating this document early in their academic career because it will help them strategically build their skills and will make it possible for them to successfully apply for opportunities as soon as they find something that is right for them. The FYE Résumé Writing Assignment is a holistic career development program that utilizes the creation of a first college résumé as a vehicle for engaging first year students with the Center for Career Development (CCD). This assignment is not intended to leave the participant with a submission-ready document to be provided to employers but to expose them to the importance of developing a résumé early and how that résumé can serve as a tool guiding their career development. The assignment aims plant a seed for long term self-reflection and excitement regarding professional and career development. After completion of the assignment students are encouraged to sign up for a one on one résumé critique with a CCD representative where they will receive instruction on how to improve their résumé.
Skill-Building
Creating a résumé early in a student’s college career allows them to use it as a guide to see what skills, experiences, and activities they need to gain over the next four years to help them identify and begin applying for on-campus opportunities, internships, full-time jobs, or graduate schools. Regardless of what students decide to do after graduation, if they have demonstrated “transferable” skills, such as communication, teamwork, problem solving, and interpersonal ability, they will find they will be awarded more opportunities.

Practical
The résumé and career development unit is also a practical assignment. If students already have a declared major or a defined career goal, having a completed résumé will enable them to apply for career-related summer jobs and/or internships. Having a solid résumé is also vitally important if a student’s academic program requires them to apply for admission (such as the Neag School of Education and the School of Business). Additionally, having a completed résumé will help keep students prepared for other opportunities that arise. In order for them to have the opportunity to excel at the highest levels and make the most of their time at UConn, students are encouraged to take advantage of these opportunities beginning in their freshman and sophomore years.

Facilitator Instructions for the FYE Résumé Writing Assignment

STEP #1 – Schedule Your Résumé Writing Presentation
☐ Go to http://career.uconn.edu/presentation_request_form/ by August 1, 2019 to schedule your CCD FYE Résumé Writing Presentation. The CCD will honor all first-choice dates requested if received prior to the deadline date. All requests received after the August 1st deadline will be scheduled based on availability and must include both a first choice date and an alternative date/time.
  • Make sure you click “FYE Résumé Assignment” on the request form
  • The presentation should be requested on a date between 10/7/19 and 11/22/19.

STEP #2 – Distribute Materials to Your Class
☐ After you submit a formal request through the above link, a representative from the CCD will send you an email to confirm your presentation date and provide you with the following information that should be sent to your students two weeks prior to your presentation date:
  • The date/time of your class’ presentation
  • An instruction sheet for your students outlining the assignment
  • A college résumé template for your students
  • A college résumé writing information sheet for your students to refer to when creating their document

STEP #3 – Students Participate in Résumé Writing Presentation
☐ Students will participate in the in-class CCD FYE Résumé Writing Presentation between 10/7/19 and 11/22/19.
- On the date of the presentation students should bring a **first-draft résumé** created from the template and information sheet that you forwarded to them prior to the presentation. Students can also access these documents on HuskyCT.
- Students will **take notes** on that résumé and **ask questions** about their first-draft résumé to the CCD presenter.

**STEP #4 – Students Attend Small Group CCD Workshop**
- CCD will send a **follow-up email** to instructors and students after the in-class presentation, which will contain a link for students to **sign up individually for a CCD FYE Small Group Workshop for the following week after** their presentation.
- Ex: Student attends presentation on 10/5/18, group workshop should take place between 10/8/18-10/13/18

**STEP #5 – Students Hand in Their Assignment**
- Students will **turn in their CCD FYE Résumé Writing Assignment** to their instructor during their class the following week after their résumé workshop. Any students who need an extension **must get permission** from their instructor. The final assignment will include:
  - **Two drafts** of their résumé: 1) the **draft with notes** from the presentation and group workshop with a **CCD stamp** on it and 2) a **final polished draft** made after the group workshop

**IMPORTANT INFORMATION TO REMEMBER:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>1.</td>
<td>Schedule your Résumé Writing Presentation</td>
<td>Deadline Date: August 1, 2019</td>
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<tr>
<td>2.</td>
<td>Distribute materials to your class</td>
<td>Two weeks before presentation date</td>
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<tr>
<td>3.</td>
<td>Students participate in the Résumé Writing Presentation</td>
<td>Date decided by instructor’s request</td>
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<tr>
<td>4.</td>
<td>Students participate in a CCD Workshop</td>
<td>Following week after your presentation (10/5/18 = 10/8/18 – 10/12/18)</td>
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<tr>
<td>5.</td>
<td>Students hand in their assignment</td>
<td>In class the following week after your small group résumé workshop (10/8/18 – 10/12/18 = 10/19/18)</td>
</tr>
<tr>
<td>6.</td>
<td>Link to Presentation Request Form</td>
<td><a href="http://career.uconn.edu/presentation_request_form/">http://career.uconn.edu/presentation_request_form</a></td>
</tr>
</tbody>
</table>

**QUESTIONS:** Email careerpresentations@uconn.edu
# Résumé Checklist for Grading the Final Resume

<table>
<thead>
<tr>
<th>Formatting &amp; Appearance</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Is the résumé one page long?</td>
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<tr>
<td>Is formatting (i.e. font size, font style, bold, italics, caps) consistent throughout the résumé?</td>
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<td>Are the margins between ½ inch and 1 inch on all sides?</td>
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<tr>
<td>Is the font size between 10.5 and 12? Is the font style professional and easy to read?</td>
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<td>Is punctuation consistent?</td>
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<tr>
<td>Are references left off of the résumé?</td>
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</tbody>
</table>

## Content

| Does the contact information section include your full name in larger bold letters, an address, a phone number with an appropriate voicemail, a professional email, and a customized LinkedIn address? |     |    |          |
| Does the objective include what kind of opportunity is being sought and three skills that the students can apply to the position? |     |    |          |
| Does the education section state the official degree name, month and year of graduation, and an accurate GPA (if over 3.0, or required)? |     |    |          |
| Are the experiences in each section listed in reverse chronological order? |     |    |          |
| Does each experience include the “Core Four”?                |     |    |          |
| - Organization/Company                                       |     |    |          |
| - Position Title                                             |     |    |          |
| - Location (City and State)                                  |     |    |          |
| - Dates (i.e. January 20XX-March 20XX or January 20XX-Present) |     |    |          |
| Is there a skills section with measurable, technical skills such as computer programs, languages, certifications and social media (if used in a professional setting, or relevant to job posting or degree)? |     |    |          |
| Do bullet points begin with strong action verbs? Are there a variety of action verbs used throughout the document? |     |    |          |
| Are action verbs in the present tense for current experiences? |     |    |          |
| Are action verbs in the past tense for completed experiences? |     |    |          |
| Does each bullet point include the task, the skills used to accomplish the task, and the outcome or impact the task had on the organization? |     |    |          |
Critical Reflection– Collaboration with the Writing Center

The Critical Reflection Unit has been developed through years of collaboration between First Year Programs & Learning Communities (FYP&LC) and the Writing Center. This prompt is available in an editable Word document on the FYE website (http://fye.uconn.edu/instructor-resources/) so that you can distribute and tailor information to your section as best fits the students' needs. And an Assignment Tool has been created for you in HuskyCT so that your students may submit their final drafts electronically.

Assignment Learning Objectives and Outcomes
1. Students will apply the principles of critical and creative thinking to their academic writing and writing process.
2. Students will engage with the UConn Writing Center directly through a group tutoring session.
3. Students will reflect on their strengths and weaknesses in their writing with a Writing Center Tutor and their peers.
4. Students will recognize and practice the academic process of peer review and revision.
5. Students will practice writing as an academic means for critical, ethical engagement with our diverse, globalized society.

Instructor To-Do List
- In order for your students to be able to go through the full experience of this assignment, including a Writing Center FYE Group Appointment, students must complete their rough drafts and visit the Writing center by Friday, October 11th. Please design your course calendar and due dates accordingly.
- Early in the semester, make sure your students are aware of the assignment details (provided on the next page) which include the background information, prompt and steps to success.
- One of the most difficult elements of this assignment for students is finding an acceptable event of interest. Please direct your class to the First Year Programs & Learning Communities UConn Events Calendar beginning on the first day of class to support them in this effort.
- To help students understand what a successful reflection should look like, you can take 15 minutes or so to let students review and discuss sample papers in class. You may want to use the “Guidelines for Successful Reflection” given below.
- Students need to sign up for their Writing Center Appointment as a group (2-4 students), but all students should be encouraged to create their own Writing Center Profiles online. We highly suggest you give your students approximately 5 minutes of class time to make sure they sign up before the deadline.
Two Options for Instructors

**Classic Model**
- Students Schedule a GROUP Critique Session with the Writing Center Outside of Class
- Students Request Tutor Notes be Sent to the Group's Instructor

**In-Class Model**
- Instructors Schedule an In-Class Session on FYE.UCONN.EDU
- Students Bring COMPLETE Drafts to Class for an In-Class Critique Session

**Critical Reflection Assignment Details – Classic Model**

**Prompt**
For this multi-part assignment, we are asking you to step out of your comfort zone by attending an approved event on campus (human rights, cultural, artistic, etc…) that is of interest to you. You will then write and revise a paper critically reflecting on the event. The focus of this reflection should be on your analysis and interpretation of the event that answers the question, “so what?” Because revision and peer review are vital elements to this process, you will visit the University Writing Center with a small group before revising and submitting your final draft. Have fun and be curious!

**Steps for Success**
1. Attend an event approved by your instructor and take notes!

2. Draft your paper, keeping in mind the guidelines for successful summaries and reflections (attached). A full draft (2-3 pages) is due on _____.

3. In a group of 2-3 students from your class, make a single appointment for the Writing Center. To make the appointment, go to <writingcenter.uconn.edu>. Only one of you needs to make the appointment. But you all need to create Writing Center profiles. Whoever makes the appointment should include his/her partner’s name(s) in the “notes” section of the on-line Writing Center appointment form.

4. Go to your Writing Center appointment with your partner(s). Bring your draft, your notes, and the guidelines for success. Also be prepared to discuss what you would like to improve in the essay. You will have a collaborative 45-minute session with your partner(s) and a tutor. Request that a tutor note be sent to your instructor. Say “yes”! This is how you will get credit for the Writing Center portion of the assignment.
5. After the Writing Center visit, revise your draft. When you submit your final, revised draft also include the rough draft you brought to the Writing Center and a copy of the tutor note email. The final draft is due on ________________________.

**Critical Reflection Assignment Details – In-Class Model**

**Prompt**
For this multi-part assignment, we are asking you to step out of your comfort zone by attending an approved event on campus (human rights, cultural, artistic, etc…) that is of interest to you. You will then write and revise a paper critically reflecting on the event. The focus of this reflection should be on your analysis and interpretation of the event that answers the question, “so what?” Because revision and peer review are vital elements to this process, you will participate in a small group review session in-class before revising and submitting your final draft. Have fun and be curious!

**Steps for Success**
1. Attend an event approved by your instructor and take notes!

2. Draft your paper, keeping in mind the guidelines for successful summaries and reflections (attached). A full draft (2-3 pages) is due on _____.

3. Bring your completed draft to class, where you will read and review your draft in a small group with Writing Center staff oversight. Be prepared to discuss what you would like to improve in the essay.

4. After the in-class writers workshop, revise your draft. When you submit your final, revised draft also include the rough draft you brought to the workshop. The final draft is due on ________________________.

**Guidelines for Successful Reflections**

**Success in Summary:** A successful summary will run no more than one page. The best summaries will be both thorough and concise. Given the one-page constraint, your summary cannot cover every detail, so you’ll need to select the most significant information (purpose, theme, sponsor, key people and happenings) and the most telling details (key images, quotes, or moments).

**Success in Reflection:** Critical reflection is a thought process to make meaning of an experience. A successful critical reflection will run longer than one page but not more than three. It should do more than register your gut reaction to the event; it should perform analysis, make relevant connections, and/or help readers interpret the event in a way that goes beyond the obvious. The reflection may include initial reactions (“I loved it”/“I was bored”/“It disturbed me”) but then include independent and original analysis.
Analysis can explore the *why* and *how* behind your emotional and intellectual responses. It can perform interpretation (“what really seems to be going on here is…”); it can involve making connections between your perspective and that of the speaker, between this event and others, or between this event and related issues. It can hinge on asking thoughtful questions, and it can mean articulating the not-so-obvious *assumptions* or *implications* of the speaker’s perspective. It might even involve reconsidering the event in a wider or different context. It need not do all these things, but these prompts offer several possible starting points for insightful analysis.

You should inform readers how, if at all, the talk influenced your thinking, and whether or not it moved you to get further involved in the issue discussed or with the sponsoring organization.
<table>
<thead>
<tr>
<th>Description of Competency Expectations</th>
<th>Outstanding (A Range)</th>
<th>Good (B Range)</th>
<th>Needs Improvement (C Range)</th>
<th>Unsatisfactory (D or F)</th>
</tr>
</thead>
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<tr>
<td><strong>Event Participation (25%)</strong>: The paper should be written about an approved human rights, cultural, or artistic event on campus that occurred on or before the deadline.</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>NA, unless an extension for less credit is negotiated with the instructor.</td>
<td>NA, unless an extension for less credit is negotiated with the instructor.</td>
<td>The event is not appropriate for the assignment.</td>
</tr>
<tr>
<td><strong>Writing Center Revision (25%)</strong>: The student’s final assignment should include all necessary revision elements: 1) a rough draft, 2) a tutor note [if went to the Writing Center], and 3) a final draft that shows meaningful content revisions based on tutor feedback, not just copy editing.</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>The final assignment includes all necessary revision elements; however, it shows limited revision based on tutor feedback.</td>
<td>The final includes all necessary revision elements; however, it shows minimal revision or merely copy editing.</td>
<td>The student’s final assignment does not include all necessary revision elements.</td>
</tr>
<tr>
<td><strong>Coherent Summary (15%)</strong>: The paper’s summary should be thorough and concise, taking up no more than one page. It should include only meaningful details. And it explains not only the content of the event, but also the purpose.</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>The summary is no more than one page, but it does not explain both the content and purpose of the event.</td>
<td>The summary is vague, too long, or filled with unnecessary details.</td>
<td>The paper does not summarize the event.</td>
</tr>
<tr>
<td><strong>Critical Reflection (20%)</strong>: The paper’s critical reflection should take up more than one page but not more than three pages. It consists of original analysis that makes relevant connections, and/or help readers interpret the event in a way that goes beyond the obvious. It answers the question “so what?” by interpreting implications, reactions, or connections that they otherwise might not have recognized.</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>The critical reflection is 1.5-3 pages of original analysis; however, it does not fully answer the question “so what?”</td>
<td>The paper’s critical reflection is either too short or doesn’t go much beyond registering a gut reaction to the event.</td>
<td>The paper does not include sustained critical reflection.</td>
</tr>
<tr>
<td><strong>Logical Organization (10%)</strong>: The paper should illustrate a clear progression of thought. It should include basic elements of academic writing such as a body, an introduction, transitions, and a conclusion. And the organization of the paper should successfully reflects the writer’s goals.</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>The paper has the elements of an academic paper; however, it lacks some transitions or contains gaps in illogical sequence.</td>
<td>The paper lacks some of the basic structural elements of writing.</td>
<td>The paper is sloppy and disconnected, lacking any clear order.</td>
</tr>
<tr>
<td><strong>Style, Grammar Fluency, and Mechanics (5%)</strong>: The writing should be clear, engaging, and contain no major spelling or grammatical errors. It should include a creative title. And it should meet typical academic formatting standards (double-spaced, 1&quot; margins, 12pt Times New Roman font, page numbers).</td>
<td>The student’s paper meets or exceeds the expectations for the competency.</td>
<td>The paper generally fulfills the competency, with only a couple of minor errors.</td>
<td>The writing has some strong sections, but there are numerous errors in the writing or formatting.</td>
<td>The paper has numerous errors, and it lacks proper formatting.</td>
</tr>
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</table>

*Note to Instructors: Students for whom English is not their first language may be graded on growth.*
My Weekly UNIV

Organizing Your Semester

As any instructor will confirm, each semester tends to fly by. To help you keep your course organized as the weeks pass, in this section we have included weekly reminders, pedagogical considerations, and lesson outlines for FYE instructors. Each weekly section contains important dates, resources, and curricular thoughts, as well as a template created by FYP & LC. You can read week-by-week or skim ahead to see what the semester will bring.

We have provided multiple sample UNIV 1800 syllabi online to get you started (http://fye.uconn.edu/fye-syllabi). They contain all of the common elements of a syllabus that could be adapted for any UConn course as well as core assignment descriptions to get UNIV instructors started.

If you need some inspiration or sample lessons, don’t forget to check the FYE lesson plan webpage (http://fye.uconn.edu/lesson-plans-and-activities/). If you have any ideas that work well in your class, please consider sharing them with our teaching community by emailing them to Sarah Renn (sarah.renn@uconn.edu), who will then make them available to our larger community.

**Key Questions to Keep in Mind through Lesson Planning**

<table>
<thead>
<tr>
<th>Question</th>
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<td>1. Where will the students be developmentally, academically, and personally at this point?</td>
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<tr>
<td>2. How does this fit into the &quot;narrative&quot; of my class? (What came before and will come after?)</td>
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<td>3. If my students take away only three things from this lesson what do I hope they will be?</td>
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<td>4. How are my teaching philosophy and strengths reflected in this lesson plan?</td>
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<td>5. What opportunities and limitations do I have in my classroom space?</td>
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<td>6. How will my mentor play a meaningful role in this session?</td>
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<td>7. What learning style(s) are we reaching through this lesson plan?</td>
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<td>8. What will my backup plan be if this completely falls flat?</td>
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<td>9. How will I know if this was successful or not?</td>
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Week One: Aug 26 – Aug 30

Happy first week of the semester! The first day is one of the most important class sessions of the semester. A few of the most important goals of this first week include:

1. Begin to build rapport with and among your students.
2. Set the course expectations and tone for the semester.
3. Introduce your students to the technology and resources you plan to use regularly throughout the semester, such as HuskyCT.
4. Learn about your unique students’ interests.
5. Establish your mentor’s vital role as a peer mentor and resource for your students.

Important Dates:

August 26 First Day of Classes

Highlighted Resource of the Week: myUConn mobile app

myUConn is the official mobile app to support faculty, staff and especially students here at UConn. Students are able to access a campus directory, dining hall menus, maps, bus tracker, events calendar and much more! It is available for download on Apple and Android products.

For more information, please visit http://my.uconn.edu/
Curricular Thought of the Week: Excerpt from “Proactive strategy for Initiating Teacher-Student Rapport” by Joe Cuseo

“One of the foremost goals in the FYE course should be to establish rapport with your students. Meeting students’ need for acceptance and validation is a necessary precondition for establishing the social-emotional foundation needed for subsequent learning and personal growth. Students care more about learning and become more committed to the learning process when they sense that their instructor cares about them.

One way to gain and maintain instructor-student rapport is through use of a ‘Student Information Sheet.’ This sheet contains questions for students to answer, divided into six general areas: (1) personal background (2) future plans (3) personal abilities, achievements, and distinctive qualities, (4) personal interests (5) personal values and (6) course expectations and interests. (See the list of questions at the end of this article for a specific list of questions relating to each of these six categories.).

This exercise takes typically about one minute per question, i.e., 40 questions takes approximately 40 minutes. Use no more than 30 of the questions, because you want to reserve some class time to collect the information sheets and review students’ names. Keep the process moving fairly quickly by advising students that they can use short sentences or single words and phrases to answer the questions. Also, short and fairly quick responses often seem to capture students’ true thoughts or feelings in response to the question (their “free associations”), as opposed to calculated, socially acceptable responses.

After the exercise is completed, collect each student’s information sheet and use it in the following ways to promote rapport with the class throughout the term.”

Sample Student Intake Information Sheets

Potential Questions
Personal Background
1. Your name (what you prefer to be called)
2. Phone number/e-mail (optional)
3. Place of birth? Places lived? Presently living on campus (where) or commuting (from where)?
4. What is your class schedule for this term? (Course titles and times)
5. How many college credits have you completed?
6. Why did you choose this college? What brought you here?
7. Have any of your friends or family attended this college?
8. Have you attended any other colleges? If yes, where and when?
9. What jobs or volunteer experiences have you had?
10. Will you be working or volunteering this term? If so, how many hours per week? On or off campus?
11. Will you have family responsibilities this term?
12. Has anyone in your immediate family (parents or siblings) graduated from college?

Future Plans
1. Intended major (already decided or being considered)? How sure are you about this choice? What led you to this choice?
2. What are your plans (definite or tentative) after graduating from this college?
3. Do you have an intended career? If already decided or being considered, how sure are you about this choice? What led you to this choice?

Personal Abilities, Achievements, & Distinctive Qualities
4. What are you really good at doing? What comes easily or naturally to you?
5. What would you say are your most developed skills or talents?
6. How do you think you learn best?
7. What would you say has been your greatest accomplishment, achievement, or success story in your life thus far?
8. What three words do you think best describe you?
9. What would your best friend(s) say is your most likable quality?
10. What would you say are your personal strengths right now? What personal areas you would like to work on or improve?

Personal Interests
1. What have been your most/least enjoyable learning experiences?
2. What are your hobbies or fun activities you enjoy?
3. How do you relax and unwind?
4. If you had a day, week, or year to go anywhere you wanted and do anything you liked, where would you go and what would you do?
5. What’s your favorite movie and/or TV program (if any)?
6. What’s your favorite music or musical artist(s)?

Personal Values
1. When you have free time, what do you usually find yourself doing?
2. Is there a motto, quote, song, symbol, or bumper sticker that represents something you stand for or believe in?
3. If there is one thing in this world you could change, what would it be?
4. How do you define success? What does “being successful” mean to you?
5. Do you tend to daydream about anything in particular?
6. Do you have any heroes? Is there anyone you admire, look up to, or feel has set an example worth following? Why?
7. Who or what would you say has had the greatest influence on your life thus far? In what way?
Lesson Title in Syllabus: ________________________________________________

Materials Needed (Who Will Provide):
1. ______________________________________ (________________________)
2. ______________________________________ (________________________)
3. ______________________________________ (________________________)
4. ______________________________________ (________________________)

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Week Two: Sept 2 – Sept 6

Learning all of your students’ names by the end of the second week can seem daunting, but it is an important challenge for you and your mentor can take on together because it’s one of the best ways to connect with you students.

Important Dates:

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>September 2</td>
<td>Labor Day – No Classes <em>(REMEMBER, Monday sections only meet 13 times this semester, as opposed to 14.)</em></td>
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<tr>
<td>September 3</td>
<td>Last day to file petitions for course credit by examination</td>
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</tbody>
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Highlighted Resource of the Week: Involvement Fair

The Involvement Fair is an easy way to explore many of the exciting things to do and get involved with on campus. Scheduled within the first 3 weeks of each semester, this event is an easy way for students to find something enjoyable to be a part of, discover a new interest, and even meet new people. More than 350 organizations will be represented!

“From academic, volunteer, performance, sporting, and many special interest groups, the Involvement Fair offers the opportunity to find out about what great organizations that await! Getting involved can help you make friends, build your resume, expand your horizons, develop your leadership skills, and have fun all while doing something that interests you.”

For more information about the fair, please visit [http://getinvolved.uconn.edu/](http://getinvolved.uconn.edu/) or stop by the Involvement Office, Student Union, Room 302.

Curricular Thought of the Week: Strategies for Learning and Remembering Students’ Names

The importance of remembering a person’s name is poignantly articulated by Dale Carnegie in his classic book, *How to Win Friends and Influence People*: “We should be aware of the magic contained in a name and realize that this single item is wholly and completely owned
by the person with whom we are dealing and nobody else. Remember that a person’s name is to that person the sweetest and most important sound in any language” (1936, p. 83).

Learning the names of your students as quickly as possible is an effective way to establish early instructor-student rapport and to lay the foundation for a classroom environment in which students feel comfortable interacting with their instructor and becoming actively involved in class. Listed below is a “top ten” list of strategies for learning of student names.

1. Review and practice the names of students on your course roster before the first day of class. Learning to associate or pair faces and names is expedited if the names are learned prior to learning the faces that are paired (associated) with the names (Kintsch, 1970, 1982).

2. Ask the office of Students Services or Institutional Technology if you could review identification photos of students in your class. This could be done before the course begins, or whenever class rosters are first available from the Registrar. You can use student-identification photos selectively to review only the names and faces of particular students who you’re having trouble remembering. (For UConn, we have the student photos available in your PeopleSoft roster accessed through Student Admin.)

3. Make shorthand comments next to student names when calling roll on the first day of class. (For example, record memory-triggering comments referring to the student’s distinctive physical characteristics or seating location.) Remaining after class for a few minutes to review the comments you made by each student’s name is an effective memory-enhancement practice because it capitalizes on short-term visual memory, which can allow you to still recall students’ facial features and the spatial (seating) position they occupied in class. Moreover, this quick post-class review tends to combat the “forgetting curve” at the time when most memory loss tends to occur—during the first 20-30 minutes after new information has been processed.

4. Your visual-spatial memory can be improved further if you request some information from students on the first day (e.g., personal information sheet) and collect their responses in the same order in which they are sitting in class.

5. Take a photograph of the class and have students sign their names by (or on) their respective faces. Use this as a record to review or rehearse student names until you have mastered them without having to resort to the photos.

6. Ask students to introduce themselves and have this class session videotaped so that you can review or rehearse students’ names and faces outside of class time.

7. Ask students if they would be willing to share with you a photocopy of the picture on their student identification card or driver’s license and use these pictures to help you associate names with faces.

8. Use short icebreaker activities to help you learn student names and to help students learn the names of their classmates. For example, “paired interviews” may be used in which two students interview each other and then report the other’s autobiographical information to the whole class. Another effective icebreaker is the “name game” strategy whereby students sit in a circle or horseshoe arrangement and say their name preceded by an adjective that begins with the first letter of their name and describes something about their personality (e.g., “jittery Joe” or
“gregarious Gertrude”). In this game, students may say their names and also accompany it by some nonverbal behavior that reflects their personality. After each student’s self-introduction, ask the next student to recall the name of the previous student before giving his or her own name.

9. Rehearse student names during periods of “dead time” (e.g., as students enter class and take their seats, or as you circulate among students during small-group discussions and exams).

10. During the first week or two of class, come to class early and remain after class while students file out. This will provide you with opportunities to rehearse names, one by one, as students enter and leave the classroom.

11. During the first weeks of the term, frequently assign short reaction papers or minute papers at the end of class. This practice will enable you to learn the names of students as they come up (one by one) to turn in their papers at the end of class and at the start of the following class session when they come up to the front of class to pick up their papers.

12. During the first few weeks of class, schedule brief, out-of-class conferences with students so you can meet them and learn their names one at a time. This strategy enhanced your ability to learn and remember your students’ names because it allows for “distributed” practice, i.e., learning small amounts of information in a series of short separate sessions. For instance, it is easier to associate 21 faces with 21 names if they are learned three per day on seven different days, rather than learning all 21 of them in one day.

13. Continually refer to students by name after initially learning their names. For example, always address them by name when you respond to them in class or when you see them on campus. This practice serves not only to reinforce your memory of each student’s name, it also repeatedly signals to students that you know them as individuals and are responding to each of them as unique persons. Even better than just knowing students’ names is to show students that you know them by continuing to use their names when you interact with them.
Lesson Title in Syllabus: ________________________________________________________________

Materials Needed (Who Will Provide):

1. __________________________________________ (______________________)
2. __________________________________________ (______________________)
3. __________________________________________ (______________________)
4. __________________________________________ (______________________)

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Week Three: Sept 9 – Sept 13

It is normal for first-year students to go through ups and down over the course of the semester. Next week, week four of the first semester, is one of the most common points in the semester for students to begin to feel the pressure of academics, frustration with their roommates, and the pangs of homesickness. You can support students by explaining this common transition experience to them before they reach this point.

Important Dates:

September 9
- Courses dropped after this date will have a “W” for withdrawal recorded on the academic record
- Last day to add or drop courses without additional signatures
- Add/Drop via student Administration System closed

Highlighted Resource of the Week: FYP&LC Digest

The FYP&LC Digest is a weekly emailed newsletter from the First Year Programs & Learning Communities office. This is a place where instructor information and resources can be found as well as updated information on your mentor’s experience as they continue their academic growth as a leader in the FYP department. There is also information on upcoming events that might pertain to your students interests. Did you receive and read your Digest last week? If not, please contact Sarah Scheidel to be added to the mailing list.

Curricular Thought of the Week: Mentoring Your Mentor, Part 1

Your mentor will either give a presentation or create a specialized project as part of their EPSY 3020 course. For most of you, your mentor will be leading a lesson that they have created in conjunction with you and their FYE Teaching Assistant. Talk to your mentor about this now, as their presentation topic is due next week.
# SAMPLE EPSY 3020 Mentor Presentation Rubric

**Presentation Grading Rubric**  
EPSY 3020

Start Time: ______________  
Stop Time: ______________

Name: ________________________________________________________________

TA Group: ______________________________________________________________

Topic: ________________________________________________________________

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Total Points</th>
<th>Points Awarded</th>
</tr>
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</table>
| **Topic/Date/Location Submission to TA**  
  • DUE: September ** | | 5 |
| **Lesson Plan Submission**  
  • Submits at least one week before presentation date and schedules to meet with TA for review  
  • Includes initiation, objectives, activities, and closure  
  • Carries out changes or editing for a final lesson plan | | 10 |
| **Presentation Elements**  
  • Includes initiation, objectives, activities, closure  
    o **Objectives** informed students of what they would be able to do as a result of the lesson  
    o **Initiation** focused the students on the topic  
    o **Activity** was included  
    o **Closure** provided wrap-up of the lesson plan, including a review of the objectives  
  • Prepared with materials (power point files, dry erase markers, handouts, etc.)  
  • Content was relevant to first year students, covered in a thorough, accurate manner, and appropriate for the allowed time | | 20 |
| **Facilitation Skills**  
  • Appropriate use of time (50 minutes)  
  • Pace was appropriate for execution of lesson plan  
  • Created a good classroom culture  
  • Engaged students (contact, use of individual names)  
  • Spoke in a clear and effective manner  
  • Activity was effective and relevant:  
    o Students participated  
    o Well organized and well conducted  
    o Relevant to topic and objectives  
  • Proper use of materials which complemented topic  
  • Transitions between elements were smooth  
  • Was able to debrief and answer any questions | | 35 |
| **TOTAL:** | | 70 |
Lesson Title in Syllabus: 

Materials Needed (Who Will Provide):
1. __________________________________________ (________________________)
2. __________________________________________ (________________________)
3. __________________________________________ (________________________)
4. __________________________________________ (________________________)

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Week Four: Sept 16 – Sept 20

Your FYE Mentor is a great resource, but they are also still a student learning and developing themselves. This is a great time in the semester to take evaluation of not only your students’ stress and satisfaction levels, but also to gauge these in your Mentor. How comfortable are they in front of the class? Do they have enough opportunities to contribute to your class, or are they feeling overstretched by too much responsibility too soon? What can you two do together in the next couple of weeks to help them grow in an area of weakness, or to allow them to make the most of a strength?

Important Dates:

- September 16: Last day for students to make up Incomplete or Absence Grades (Not relevant to first-semester students)
- September 17-23: Examinations for course credit by examination

Highlighted Resource of the Week: The Daily Campus

The Daily Campus is the on-campus newspaper that is an excellent resource, especially for first-year students. It’s one more way to keep students involved and knowledgeable with what’s going on around campus and elsewhere. There are copies located throughout campus at many different locations including dining halls and academic buildings. Also, students and staff are able to advertise in the Daily Campus.

For more information please visit: [http://dailycampus.com/](http://dailycampus.com/)

Curricular Thought of the Week: THE “W” CURVE

First Year Experience courses and programs exist because of the acknowledgement of the challenges and opportunities inherent in the transition to a college or university environment. No matter how able the students have shown themselves to be prior to coming to UConn, at the risk of stating the obvious, if they haven’t been here, they haven’t been here.
The “W Curve” model reproduced below outlines a stereotypical reaction pattern to a new environment, and it may be helpful to present this to our students during the honeymoon period in order to begin to normalize this common reaction. Introducing this for ten minutes in the first or second class may help students understand that others are experiencing various degrees of discomfort, and that it is the smart move to reach out for help if the “W Curve” is bringing you down.

The Gullahorn “W Curve” Transition Model

**Honeymoon**
- Excitement of a new place, new people, new opportunities
- Welcomed by staff and returning students
- Enjoy sense of freedom

**Culture Shock**
- Sharing a room/bathroom
- Classes and academic rigor begin
- Less structure imposed. More self-regulation necessary to succeed
- Differing expectations and teaching/testing styles of faculty
- New and confusing customs, rituals, myths, traditions, ceremonies, and language
- Differing values of roommates, faculty, high school vs. university
- Homesickness and dissonance about picking UConn
- Bureaucratic environment

**Initial Adjustment**
- Developing some comfort through successfully dealing with issues
- More confident of being able to adjust to new culture
- Gap between the customs and values of home and the customs and values of the university still exists

---

Mental Isolation
• May go home to feel close to old friends, values, etc.
• May begin to realize that ‘you can never go home’
• A ‘tweener’ state. Not fully a UConn community member, but home and old friends have also changed
• New values and customs not yet fully integrated

Acceptance, Integration, and Connectedness
• Finally connected to students, faculty, and staff
• More integrated into university culture
• They are Huskies
Lesson Title in Syllabus:__________________________________________________________

Materials Needed (Who Will Provide):
1. ___________________________(________________________)
2. ___________________________(________________________)
3. ___________________________(________________________)
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Id-term Mentor Conferencing is an important part of the FYE Mentor educational experience. If you haven’t yet done so, please check in with your mentor about their EPSY course requirements in your meeting this week, especially their Mid-term Conference and their Presentations.

**Important Dates:**

- September 24  Dean’s signature required to add courses

**Highlighted Resource of the Week: Academic Achievement Center**

“The Academic Achievement Center (AAC), a component of the First Year Programs & Learning Communities Office, oversees the UConn Connects Program, Supplemental Instruction offerings, and Process Tutoring Services offered by the University designed to further UConn students’ academic success. All AAC offerings are free and available to all UConn students.

Located in the John W. Rowe Center for Undergraduate Education (CUE) Room 217. Professional staff are available to welcome walk-in appointments during all hours of operation. Student coaches are available to accept walk-ins Monday through Thursday from 8:30 am to 7:00 pm and Fridays 8:30-4:00 pm during the academic school year.

How It Works:
Students can visit the AAC by walk-in or appointment. Each student is paired with a coach for a one-on-one session. Coaches can assist students with developing academic skills tailored to their personal styles.

Students are welcome to return and meet with a coach as often as they want.”

- FYP&LC Academic Achievement Center Website
  
  [http://achieve.uconn.edu/](http://achieve.uconn.edu/)
Curricular Thought of the Week: Mentoring Your Mentor Part 2

EPSY 3020
Mentor Mid-term Evaluation

As part of the course requirements, please schedule time during one of your weekly meetings to discuss your progress in the EPSY class. The meeting should be held prior to October 9. This will allow for you to provide us with feedback about your mentor’s accomplishments, as well as their areas of improvement. Please submit this to FYE by October 16.

PERFORMANCE EVALUATION CRITERIA

1. Preparation
   - The mentor attends all class meetings.
   - The mentor comes fully prepared to participate positively in the FYE course. The mentor completes all necessary planning in order to contribute in relevant, thoughtful ways.

2. Engagement
   - The mentor listens and shows respect for others and comes ready to collaboratively problem solve. S/he maintains healthy, excellent interaction with FYE students with the goal of first year student development.

3. One-on-One Meetings
   - The mentor timely and professionally conducts all required 1-on-1 meetings with FYE students and instructor.

4. Professionalism and Maturity
   - The mentor participates in all FYE activities in a professional, positive manner. The mentor utilizes professional verbal, written, and nonverbal communication. S/he complies with the ethical expectations set out in the Student Code of Conduct and the EPSY mentor literature.

List 3 of your mentor’s accomplishments.

Have you yet met to discuss the mentor’s presentation/major contribution? Please explain.

What are the mentor’s strengths?

What would you like your mentor to work on in the remaining weeks of the class?
Lesson Title in Syllabus:______________________________________________________________

Materials Needed (Who Will Provide):
1. ________________________________________________
2. ________________________________________________
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Week Six: Sept 30 – Oct 3

Formative evaluations, or informal mid-semester evaluations, are a great way for instructors to gauge, while the semester is still under way, how well the students are connecting with the course material. Taking the time to do this part way through the semester gives you and your students the opportunity to continue doing what works, let go of ineffective elements, and try new methods to help you all finish the semester strong.

Important Dates:

- October 4: Mid-semester progress reports due to student from faculty
- October 16: Mentor Mid-Term Evaluation due

Curricular Thought of the Week: Mid-term Grading

“At the May 12, 2003 meeting of the University Senate, the By-law regarding mid-term grading was changed (see below). The key point is that by the end of the sixth week of classes (October 9 for Fall semester) instructors of 1000 and 2000-level courses are required to inform the Registrar’s Office of students who appear to be in danger of earning D, F, N, or U grades. We will inform the students, their advisors, and others, as appropriate.

Students who, on the basis of performance in the course, appear to be in danger of receiving D, F, U, or N grades shall be notified of their mid-semester academic progress in each 1000 and 2000-level course by the Registrar.

These reports are not part of the permanent record. They are designed to be of diagnostic aid to the student. The instructor is urged to provide the students with an evaluation early enough in the semester so that those needing to do so can take effective remedial action. The instructors of 1000 and 2000-level courses shall notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U or N grades. The Registrar will alert the students, their advisors, and others, as appropriate. If a student is doing unsatisfactory work, the full responsibility for improvement is left to him or her. He or she is strongly advised, however, to confer with his or her advisor, with the
instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University.

While submission of mid-term grades for students in danger of earning D, F, N, or U grades in 1000 and 2000-level courses is required, you may also submit grades for students who are doing better and both positive and negative grades for students in 3000 and 4000-level courses.

Mid-term grades are submitted using the PeopleSoft system. After logging on to the system, the navigation is as follows:

1) Click on the Self Service in the Menu
2) Click on the Faculty Center link
3) From the Faculty Center, click the Grade Roster Icon
4) Link to the class for which you wish to enter mid-term grades
6) Enter the D, F, N, and U grades. (You may also enter other grades, but this is not required. If you have a large class, remember to click on the Save button every 10 to 15 minutes. System will time you out after 15 minutes of inactivity).
7) Click Save. (Note: Unlike the End-of-Term grading, you do not need to change the Approval Status field to Approved.)
8) Click Sign Out.

We track the end-of-term grades for students who receive mid-term warnings. The warnings do seem to have a positive effect on student performance. For that reason, we strongly encourage faculty participation.”

- Office of the Registrar http://registrar.uconn.edu/faculty_staff_mid_terms.htm
Lesson Title in Syllabus:______________________________________________________________

Materials Needed (Who Will Provide):
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Week Seven: Oct 7 – Oct 11

Yes, it’s already approaching midterms. At this point in the semester it is best practice to let your students know how they are doing in your course, especially if they seem to be struggling. Although not 100% of faculty participate in mid-term grading and warning, students can expect to receive this kind of feedback from faculty across campus. And you can expect to hear from FYP&LC about any students with Fs or Ds reported by their other instructors. Please follow up with them to offer support.

*Curricular Thought of the Week: Self Evaluations*

In your meeting with your mentor this week or next check in to see how well you think your course is doing. Are your students meeting your learning goals? How do you know? What is working especially well? What can you do differently to best engage your unique group of students? How are you two working as a team? And how can you do even better?
Lesson Title in Syllabus: ______________________________________________________________

Materials Needed (Who Will Provide):
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Spring course registration begins next week. Are your students ready? Questions to ask your students this week include: Have they met with their academic advisors? Do they know when they can register on PeopleSoft? Do they know how to use their “shopping cart” or other PeopleSoft tools? Remember, your Mentor has more experience, but they may not yet be an expert either.

**Important Date:**

October 16  Mentor Mid-Term Evaluation due

**Highlighted Resource of the Week: Health Education Office**

“Students can stop by anytime the office is open and utilize our free Relaxation Station year round. Our relaxation area includes two massaging back rests, one full body massager, a neck and foot massager, and massagers that can be used by friends on each other. The Relaxation Station also has books about "not stressing the small stuff" and some books on humor. We encourage students to utilize this free resource!”

- Heath Education Website
  [http://healthed.uconn.edu/health-educations-relaxation-station/](http://healthed.uconn.edu/health-educations-relaxation-station/)

**Curricular Thought of the Week: Weekly Minute Reflection Papers**

A wide range of questions may be used as prompts for one-minute papers, which may be categorized as the following:

Questions Designed to Assess Student Interests:
- Without looking at your notes, what stands out in your mind or remains most memorable about today’s class?
- What was the most surprising or unexpected idea you heard in today’s discussion?
- Looking back at your notes, what would you say was the most stimulating idea discussed in class today?
• For you, what interesting questions remain unanswered about today’s topic?

Identifying Perceived Relevance of Course Concepts:
• In your opinion, what was the most useful idea discussed in today’s class?
• During today’s class, what idea(s) struck you as things you could or should put into practice?
• What example or illustration cited in today’s class could you relate to the most?

Assess Student Attitudes/Opinions:
• Would you agree or disagree with the following statement made in today’s class…? (Why?)
• What was the most persuasive or convincing argument (or counterargument) you heard expressed in today’s discussion?
• Was there a position taken in today’s class that you strongly disagreed with or found to be somewhat disturbing and unsettling?
• Were there any ideas expressed in today’s class that caused you to reconsider or change your personal opinions, viewpoints, or values?

Checking Student Comprehension:
• What did you perceive to be the major purpose or objective of today’s class?
• What do you think was the most important point or central concept communicated during today’s presentation?

Assessing Conceptual Connections (Cross-Concept Integration):
• Did you see any relationships between today’s topic and other topics previously covered in this course?
• What was discussed in class today that seemed to connect with what you’re currently learning or have previously learned in other courses?
Lesson Title in Syllabus: ____________________________________________________________

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Week Nine: Oct 21 – Oct 25

Have your students gone to the Academic Achievement Center, the Q Center, and the Writing Center yet? Have they started planning for spring semester? This is an odd time in the semester when many students experience a low point following mid-terms. For students who participate in Homecoming events, in particular, this could be a time when they are looking for meaningful ways to fill their time and stay positive. How can you and your mentor work with your students to make this happen?

**Important Dates:**

October 21    Registration for the Spring 2020 semester via the UConn Student Administration System begins

**Highlighted Resource of the Week: Husky One Card Office**

For many first year students, especially those living on campus, their Husky One Card (or student ID card) becomes their lifeline. That is how they have access into their dorm building, any dining hall and many of the café’s throughout campus. Students can also add Husky Bucks to purchase items on and off campus at participating locations.

If the card is lost or stolen, you should visit the One Card office to deactivate your old card, and receive a new ID card. There is a $20 fee to replace the card. If the card is defective or worn out, the One Card office will replace it at no charge.

The Husky One Card Office is located in the Wilbur Cross building on the 2nd floor and they are open Monday-Friday from 8am-5pm.
Curricular Thought of the Week: The Myth of Multitasking Activity

Round One
1. Set a timer.
2. On one line write the letters A through Z. After writing the full alphabet, write the numbers 1-27 on a line below.
3. Check your time.

Round Two
1. Set a timer.
2. Alternate between lines. On one line write the letters A through Z. Alternate after each letter to write the numbers 1-27 on a line below. (Example: A, 1, B, 2 …)
3. Check your time.

Did you prove to yourself that multitasking might not be the best choice for productivity? How about your students? What are better approaches to studying?
Lesson Title in Syllabus: __________________________________________

Materials Needed (Who Will Provide):

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Week Ten: Oct 28 – Nov 1

Letters of recommendation can be daunting for early career students at large research universities like ours. When your students ask you for a recommendation what will you have to say about them that is meaningful? Now is a great time to start taking notes for when they request a reference. And they will, because, as you know, you are probably one of the few staff/faculty members that know well and trust today.

Important Dates:

October 28
Last day to drop a course

Last day to convert courses on Pass/Fail option to a letter grade

Highlighted Resource of the Week: Community Outreach

Many first-year students are looking for different ways to get involved with community service opportunities on campus. They have a wide range of events such as semester-long service programs, Jumpstart, political engagement events and alternative breaks.

Alternative breaks have always been very popular on the UConn campus. They range from weekend to week-long trips during the winter and spring breaks. Some of the places Community Outreach has traveled in the past on alternative breaks are New York City, Kentucky, Georgia, Costa Rica and Alabama.

Encourage your students to visit the Community Outreach office in Student Union 302 or visit their website http://communityoutreach.uconn.edu for more information.
Curricular Thought of the Week: “Recommendation Requests 101”

We've all received them — hastily drafted, vague, requests for recommendations sent at the eleventh hour.

It only makes sense that this would be the case. First-year college students come from a wide variety of backgrounds and experiences, most of which would not make writing a professional request intuitive and easily achievable. It’s more likely that this experience would prove to be some combination of befuddling, intimidating, exasperating, and unexpected.

Knowing this, how can we best support our students in successfully requesting references from us and other faculty/staff in the future? First, we can be clear about what we need to write a strong letter of recommendation, regardless of the situation. Second, in spaces like First Year Experience we can preemptively provide students with some basic “dos” and “don’ts” to go along with this list before they ever need to think about that first request.

Request Checklist:
When requesting a letter of recommendation, remember to include as much information as possible so that your faculty/staff member can write you the best letter possible. This makes it easier for them to say something meaningful that will help your application stand out. It also takes stress off of the person who is supporting you, which shows respect for them and their time. Whenever possible, share the following items as soon as possible:

1. A full description of the organization/experience you’re applying for, including the specific role or opportunity you’re seeking and what you think you’ll gain

2. A full description of the application you’re completing, focusing on how the recommendation should be submitted, to whom, and by when

3. An updated version of your resume

4. A short explanation of why you think they would be a good person to recommend you that highlights some relevant successes or characteristics you believe they have seen you demonstrate
Basic Dos and Don’ts:

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<th>Recommendation Request Dos</th>
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<td>Try to meet with the recommender in person to talk about the opportunity and why you’re applying.</td>
<td>Assume that they will write you a letter of recommendation or serve as a reference.</td>
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<td>Use professional salutations and closings in all emails.</td>
<td>Write in informal language, including texting spellings of words.</td>
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<td>If the person holds a doctorate, address and emails to “Dr. –“</td>
<td>Wait to the last minute to choose and speak with your recommenders.</td>
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<td>Copyedit all written communications.</td>
<td>Request recommendations from people who can’t really speak to your skills and/or character.</td>
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<td>Give as much advanced notice as possible, at least two weeks.</td>
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<td>Write a thank you letter to each recommender.</td>
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<td>Let them know the outcome of your application.</td>
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<td>Send friendly reminders as the deadline approaches.</td>
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<td>Build relationships early in your college career so that you have faculty/staff who would be confident in referring you for opportunities as they arise.</td>
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Worst Case Scenarios:

No consideration of recommendation requests would be complete without addressing the rare, but challenging, instances in which you truly shouldn’t recommend a student. In my experience, these fall into two categories: A) The student needs to find someone who can more explicitly speak to their strengths in a particular field. Or B) You don’t really have anything positive to say about the student. What’s the best course of action here?

Case A is a bit easier. For example, you start hearing/reading about the opportunity, and you realize that they are looking for a specific type of reference you can’t offer. They may need a professor in their field from whom they’ve taken a relevant class, or a person who can speak to their leadership skills from experience. At this point show the student how you came to this conclusion so they can realize this independently in the future. Then help them brainstorm other faculty/staff who would be more appropriate for this particular
application. Unless the student truly doesn’t have anyone who is a better fit it would be a disservice to this student to do otherwise.

Case B can be harder. For example, for faculty this might be a student who missed many classes, failed to turn in assignments, and earned poor marks as a result, then come to you for a reference. For staff this might be a student who you had to reprimand for poor conduct in a residence hall, or who signed up for a student group you advise, but never contributed. After my first experience with this type of situation I began requiring #4 on the checklist above from all of my students. If the student needs to offer a short explanation of why they think you would be a good person to recommend them, they will have to tell you about all of the things they’ve done that qualify them for the position. If they have examples, you then have a list of other potential people who would be better choices that you can suggest earnestly and with kindness. However, if they can’t come up with examples, you can shift the conversation to other opportunities where they might build these credentials. It probably won’t be what the student wants to hear. But it can be a productive, positive teachable moment that helps the student still build towards their goals.

With these simple tools, it is my hope that we can be more effective at supporting our students, and our students can be more successful in reaching for their aspirations.

From shawnalesseur.com, April 2, 2015.
Lesson Title in Syllabus:__________________________________________________________________________

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Week Eleven: Nov 4 – Nov 8

Stress management is important for most times in our lives, but for a first-year college student their first round of finals is one of the most stressful couple of weeks in their year. We also recognize that this is a busy time for FYE instructors and Mentors. So with finals approaching please take a few moments to strategize how you will all make this as successful and healthful as possible.

Curricular Thought of the Week: Becoming a Husky by Tianrong Yang

One goal of the First Year Experience is to help students feel connected to the University and its traditions. Here are just a few ideas of how they can do this provided by Leadership LLC and FYE Mentor Alumna Tianrong Yang.

- Pay a visit to UConn Dairy Bar to enjoy some fresh ice cream.
  Link: http://www.dairybar.uconn.edu/
  Description: UConn Dairy Bar is one of the best dessert locations in New England. Here, you can enjoy ice cream made fresh daily and a beautiful view of the farm. No matter what you choose, cones, cookie sandwich or milkshakes are really good. Also, it has a wide variety of different flavors. Some of the best are Oreo, coconut and chocolate brownie fudge.

- Eat in the Union Street Market to give yourself a treat of good food and a relaxing atmosphere.
  Link: http://www.unionstreetmarket.uconn.edu/
  Description: You are provided with diverse choices here; different food stations like Tostada Grill, Fireside, Pompeii Oven, and The Good Earth provided you with all kinds of freshly made food. The desserts and coffee in the Caffeinate Café are highly recommended too. The Freshen Station gives you the chance to have a fresh smoothie every day. It is one of the most popular places in the Students Union. In addition, you can always find some beverage and food in the Market Express. You can use your Points and Husky Bucks for all these places. And you can always check the menu online.

- Take a picture with the Jonathan statue outside of Gampel to show your Husky spirit and learn some history about this mascot.
  Link: http://spirit.uconn.edu/jonathan-the-husky/ Jonathan the Husky and university spirit, pride, tradition
• Volunteer with Community Outreach to do something interesting and meaningful.
  Link: [http://communityoutreach.uconn.edu/](http://communityoutreach.uconn.edu/)
  Description: You can always find some volunteer work on or around campus. This website is a great place to start when you are ready to sign up.

• Have a picnic on Horsebarn Hill with your friends to enjoy some fresh air and nice view.
  Description: The view from here is the most beautiful on campus. If you can wake up early, it’s also the very best place to watch the sun rise.

• Go to Center for Career Development to review your resume for a specific job or internship application.
  Link: [career.uconn.edu/](http://career.uconn.edu/)
  Description: Located on the second floor of the Wilbur Cross Building, the Center for Career Development is a place that you really should stop by not only your first semester, but ever semester over your time at UConn. The walk-in Hours are 12pm-4pm Monday through Friday. And the resume critique hours are from 12pm-4pm, from Monday to Friday. Through the website link you can find more career information concerning your major in particular.

• Go to a Education Abroad Information Session to learn about these opportunities.
  Link: [http://abroad.uconn.edu/](http://abroad.uconn.edu/)
  Description: Looking for different educational experience in another country? There are many study abroad programs provided by the university, one to fit any number of goals. And at the beginning of each semester there is always information sessions held on campus. Watch your email for more details. Search and apply for the programs on their website. This is a great opportunity, so don’t miss it!

• Pay a visit to Homer Babbidge Library.
  Link: [http://lib.uconn.edu/](http://lib.uconn.edu/)
  Description: Not sure about where to study? The library is always a good choice. The Homer Babbidge Library on campus provides you with a peaceful place to study and do homework. Also, it provides you tons of information (books, video, materials etc.) that you can use for your classes.

• Eat healthy.
  Link: [http://www.dining.uconn.edu/](http://www.dining.uconn.edu/)
  Description: There are eight dining halls around campus, and there are different operating hours for each of them. A variety of vegetarian, vegan, gluten-free, low fat/low carb foods are provided each day in every dinning unit. Check the website for the menus and other information, including information about your meal plan.

• Exercise regularly
  Link: [http://recreation.uconn.edu/](http://recreation.uconn.edu/)
Description: Enjoy free classes, events, the pool, and other recreation equipment in gym. Stay healthy!
Lesson Title in Syllabus: ____________________________________________________________

Materials Needed (Who Will Provide):

1. ______________________________________ (________________________)
2. ______________________________________ (________________________)
3. ______________________________________ (________________________)
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**Week Twelve: Nov 11 – Nov 15**

This week is a good time to start giving your students some gentle finals reminders. Students who begin studying earlier and study for more frequent, shorter periods of time retain more information, making it possible to be more successful on exams.

**Highlighted Resource of the Week: UConn Libraries**

The UConn Libraries offer a lot more than books. Do your students know how they would find or use the items on this list?

- Text a question
- Use software to create a bibliography
- Get personal help to find sources for your paper in person, email, or instant messenger
- Use an individual study room on a short term (6 hour) basis
- Use a group study room on a first-come-first serve basis
- Scan documents to your email or USB drive rather than photocopying
- Borrow a bike
- Ask questions or get help with your personal computer/mobile devices
- Help with HuskyCT
- Get help using software programs you don’t know, such as Microsoft Access
- Edit a video for a class assignment
- Borrow a, iPad, camera, voice recorder, Kindle, Mac Book Air, or Dell Laptop
- Tutoring, Q Center, W Center

**Curricular Thought of the Week:**

How can you help students feel more like scholars now that they are in college? Why is this important to their early transition?
Lesson Title in Syllabus:-------------------------------------------------------------------------------------------------------------------------------

Materials Needed (Who Will Provide):
1. ____________________________ (________________________)
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Week Thirteen: Nov 18 – Nov 22

Finals, course evaluations, and grading are upon us. Please encourage your students to plan ahead for their final exams and projects. The end of the semester will be here in no time.

Highlighted Resource of the Week: Finals Checklists

<table>
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<th>UNIV Instructor Checklist</th>
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<td>Catch up with your FYE colleagues on current finals procedures.</td>
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<td>Help your students navigate finals (see the full student checklist below).</td>
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<td>Close the course with a wrap up of the semester and a nod to the future.</td>
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<tr>
<td>Direct your students to complete online evaluations through OIR.</td>
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<tr>
<td>Calculate final grades. No, not all students in your course will have earned an A, and that’s okay.</td>
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<tr>
<td>Submit your final grades through PeopleSoft.</td>
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<tr>
<td>Follow up with your students after the semester ends. Example: Recognize Dean’s List Students.</td>
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First-Year Student Checklist

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<tr>
<th><strong>Progress</strong>: Check your progress in each class to know where you stand going into finals. Be sure that everything looks correct, and that you understand how you have earned the grades indicated. If anything seems incorrect respectfully advocate for yourself.</th>
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<td><strong>Expectations</strong>: Know the finals expectations for each class. For example, are your exams cumulative, or are you only going to be responsible for material covered since the last exam? And what format and page length is required for your final papers?</td>
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<td><strong>Schedule</strong>: Know your finals schedule. Check the Registrar’s website, being sure to find your specific section of the classes you're taking.</td>
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<td><strong>Reschedule</strong>: Reschedule bunched finals by visiting the Registrar.</td>
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<td><strong>Study</strong>: Build you study guides at least a week in advance, and begin studying early – not a day or two before.</td>
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<td><strong>Prepare</strong>: Make appointments with tutors (Writing Center, Q Center, Academic Achievement Center, etc.) as early as possible. Appointments fill up during this time of year.</td>
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<td><strong>Plan</strong>: Talk with you RA and your roommate about winter break plans for your room on campus.</td>
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**Curricular Thought of the Week: Student Evaluations of Teaching**

You should be receiving emails from the University encouraging you to follow up with your students about Student Evaluations of Teaching (SET).

Students will access the survey from the link sent to them via email or the link on their Husky-CT homepage. The survey will take students roughly 10-15 minutes to complete. Students generally have until the last day of the semester to submit their evaluations, but see the fall 2017 email for confirmation. The survey can be completed on laptop, tablet or mobile device; however, FYE students have indicated that completing it on a mobile device is not the best choice.

Reports will be released on-line after final grades are in. However, if you receive fewer than five responses your results will not be available. So please encourage your students to complete the SET. And, if possible, give them time to do so in class without you in the room.
Another great opportunity to consider is including up to three personalized questions in your evaluations. You will be prompted to do this by the University, so please keep an eye out for the email.

**BEST PRACTICE:** Instruct your FYE students to bring their laptops or tablets to class on the last day, and give them time to complete the evaluation under the supervision of the FYE Mentor.
Lesson Title in Syllabus: ____________________________________________________________

Materials Needed (Who Will Provide):
1. ____________________________________ (________________________) 
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Week Fourteen: Dec 2– Dec 6

Congratulations on successfully supporting your FYE students through their first semester at UConn! Your final class is a great opportunity to encourage them to stay in touch with you and your Mentor in spring 2020, and beyond. Also, please encourage your students to consider supporting future first-year students by applying to serve as 2019-2020 FYE Mentors.

**Important Dates:**

December 6  
Last day of classes

**Highlighted Resource of the Week: Finals Grind at the Academic Achievement Center**

Every fall and spring, the AAC hosts *Finals Grind* during the last two weeks of the semester. Students: (1) Visit the AAC in Rowe 217, (2) Meet with a coach, and (3) Complete a 5-day study guide plan. They leave with a finals’ study plan in hand, plus are entered to win a gift card to local restaurants. [www.achieve.uconn.edu](http://www.achieve.uconn.edu)

**Curricular Thought of the Week:**

Regular program assessment is a key to growing with your student population please encourage your students to provide you and FYP&LC with thoughtful feedback this week so that we can all grow together as a community of practice.

And don’t forget to encourage your best students to apply to serve as 2019 FYE Mentors! We look forward to working with you and them to make 2020-2021 great!

**WHO**

Peer Mentors are specially selected UConn students from across the University’s schools and colleges ranging in class rank from Sophomores to Seniors. These students are given a unique opportunity to mentor an FYE class with a faculty or staff member.
WHAT

- Earn three academic credits in EPSY 3020 and build their résumé.
- Gain leadership, teaching, communication, peer counseling, planning, and presentation skills.
- Meet other mentors and students at UConn who share a similar leadership role.
- Connect and work closely with a faculty or staff member.

HOW

In order to be an FYE Mentor, students must:

- Have a minimum GPA of 2.5, 3.0 for National Certification.
- Enroll in the EPSY 3020 Peer Education course. This course is generally taught on Wednesdays in the Fall semester only. It is worth 3 credits.
- Attend mandatory 2-day summer training in August.
- Demonstrate pride in UConn and ability to share experiences with others.
- Conduct themselves in a professional manner when representing the University.
- Communicate effectively with first-year students.

Applications are a multi-step process that is comprised of a written application, followed by an in-person group interview. Applications open at the end of fall semester at http://fye.uconn.edu/fye_mentors/. Those selected to be mentors will be notified of their acceptance by the end of March and placed in a course section that works with their schedule for the following Fall semester.
Lesson Title in Syllabus: ________________________________________________

Materials Needed (Who Will Provide):
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Finals Week: Dec 9 – Dec 15

Happy grading, FYE instructors! If you have any questions or concerns as you close out your semester please just let us know. We look forward to celebrating the semester with you at our annual FYP&LC Thank You Breakfast, then connecting with you again at our annual FYE Conference on Curricular Innovation.

Important Dates:

TBD Annual FYE Conference on Curricular Innovation

Curricular Thought of the Week: What Would You Like to See at the 2020 FYE Curricular Conference?

Preparations for the 2020 conference will kick into high gear once we return from holiday vacations. To make the event a valuable, and fun experience for all of our instructors we will be looking for experienced FYE instructors to help us plan and to present on their areas of expertise. If you’re interested in serving on this year’s conference committee, or if you have ideas for sessions, please let us know!