

# University Interdisciplinary Courses Committee

## Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.

Completed forms are due by **March 2022**. Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

1. **Course Designation, Number and Name:** indicate UNIV, then course number and name.

**UNIV 1810, FYE Learning Community Seminar**

2. **Principal Contact Person** (Name, Phone, E-mail, Title of person who manages course):

Sarah Scheidel, *Assistant Director, FYP&LC; Director, First Year Experience*  
(860) 486-5699, sarah.scheidel@uconn.edu

Melissa Foreman, *Asst. Director, FYP&LC; Director, Learning Communities*  
(860) 486-1127, melissa.foreman@uconn.edu

3. **Academic unit(s), and/or university unit(s) responsible for overseeing this course.**

First Year Programs & Learning Communities (FYP&LC), *Executive Director*, David T. Ouimette

4. **Course Consistency:** Briefly describe how uniformly or diversely this course is taught across sections. Explain what steps have been taken to ensure all sections meet course goals and learning objectives (e.g., explain how much leeway instructors have in assignments or syllabi.)

**Curriculum:** All UNIV 1810 instructors are encouraged to teach a core curriculum consisting of a critical writing assignment, a Career Kickoff Résumé Assignment, and a workshop facilitated by the Violence Against Women Prevention Program (VAWPP) in violence against women prevention. Beyond these elements, all courses are required to be structured around the office-established learning objectives as approved by the University Senate. Specific learning outcomes and additional assignments are tailored by the instructor to meet the transition needs of the specific students in the class section.

**Training:** All new instructors must complete a two-part training prior to teaching, including a new instructor orientation. This academic year, professional development provided included a full-day annual conference (virtual) focused on first-year innovation, and more than twenty hour-long seminars. Teaching and learning resources provided include a comprehensive instructor website, a fully developed customizable course HuskyCT site, a sample syllabus template, assignment prompts and templates, and numerous office-approved expert-led lesson guest lecturer options. All sections are further supported by FYE Peer Mentors, undergraduate teaching assistants who are rigorously trained and consistently supported by the FYE staff all semester long. LC and/or FYE staff also meet with each instructor prior to their credentials being reviewed by FCCOB and offer meetings throughout their time teaching.

**Oversight:** Each instructor must apply and be approved to teach by the First Year Programs & Learning Communities Faculty Courses & Curriculum Oversight Board. Syllabi are collected annually. SET evaluation results are reviewed, and any instructor who receives an average score of three or below is provided personalized remediation and support.

5. **Course Subtitles:** Attach a list of all sections of the course offered in current academic year.  
*Please see Appendix A*

6. **Syllabi:** Attach syllabi from three different course instructors. If this course is offered at any regional campuses, include at least one syllabus from a regional instructor.  
*Please see Appendix B*

## Appendix A: UNIV 1810 Course Listing Fall 2021

### Stamford

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
2189	UNIV	1810	Z81	1	STMFD	FYE Learning Community Seminar	In Person	9:30AM - 10:45AM / Mo / DWTNROTU	Dan Levy (PI), Alison Lerman (SI)
2190	UNIV	1810	Z82	1	STMFD	FYE Learning Community Seminar	In Person	11:00AM - 12:15PM / Mo / DWTNROTU	Alison Lerman (PI), Dan Levy (SI)

### Storrs

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
6627	UNIV	1810	001	1	STORR	FYE Learning Community Seminar	In Person	11:15AM - 12:05PM / We / OAK201	Janet Rochester (PI)
6632	UNIV	1810	002	1	STORR	FYE Learning Community Seminar	In Person	1:00PM - 1:50PM / Tu / WITE209	Steven Zinn (PI)
6633	UNIV	1810	003	1	STORR	FYE Learning Community Seminar	In Person	1:00PM - 1:50PM / Th / WITE209	Steven Zinn (PI)
10375	UNIV	1810	005	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / Tu / GENT246	Jill Bouchard (PI)
6635	UNIV	1810	007	1	STORR	FYE Learning Community Seminar	In Person	2:00PM - 3:15PM / Tu / AUST246	Inda Watrous (PI)
12982	UNIV	1810	010	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / Tu / KNS103	Amy McKeon (PI)
8285	UNIV	1810	011	1	STORR	FYE Learning Community Seminar	In Person	12:20PM - 1:10PM / We / JONS219	Yangchao Luo (PI)
8287	UNIV	1810	013	1	STORR	FYE Learning Community Seminar	In Person	1:00PM - 1:50PM / Tu / GENT319	Zen Buraceski (PI)
9042	UNIV	1810	014	1	STORR	FYE Learning Community Seminar	In Person	11:05AM - 12:15PM / We / BOUSA101A	Chelsea Zabel (PI)
6636	UNIV	1810	015	1	STORR	FYE Learning Community Seminar	In Person	2:30PM - 3:20PM / Mo / OAK473	Lisa Caruso (PI)
6637	UNIV	1810	016	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 12:15PM / Tu / BOUSA101A	Jessica Groves (PI)
6638	UNIV	1810	017	1	STORR	FYE Learning Community Seminar	In Person	2:00PM - 3:15PM / Th / AUST246	Jason Courtmanche (PI)
7102	UNIV	1810	018	1	STORR	FYE Learning Community Seminar	In Person	9:30AM - 10:20AM / Tu / BUSN321	Robert Day (PI)
6639	UNIV	1810	019	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / Tu / BUSN321	Amanda Spada (PI)
6640	UNIV	1810	020	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:20PM / Tu / BUSN214	Meradith Ganow (PI)

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
6641	UNIV	1810	021	1	STORR	FYE Learning Community Seminar	In Person	9:30AM - 10:20AM / Th / BUSN214	Amanda Spada (PI)
6642	UNIV	1810	022	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / Th / BUSN214	Amanda Spada (PI)
6643	UNIV	1810	023	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:20PM / Th / BUSN226	Kim Lachut (PI)
6644	UNIV	1810	024	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 12:15PM / Th / NRRSTORDPT	Rodney Rock (PI)
7623	UNIV	1810	025	1	STORR	FYE Learning Community Seminar	In Person	3:30PM - 4:20PM / Tu / NRRSTORDPT	Thomas Hayes (PI)
6645	UNIV	1810	026	1	STORR	FYE Learning Community Seminar	In Person	4:40PM - 5:30PM / Tu / NRRSTORDPT	Thomas Hayes (PI)
6694	UNIV	1810	027	1	STORR	FYE Learning Community Seminar	Service Learning	11:00AM - 11:50AM / Tu / NRRSTORDPT	Ashley Rose McLaury (PI)
6695	UNIV	1810	028	1	STORR	FYE Learning Community Seminar	Service Learning	10:10AM - 11:00AM / We / NRRSTORDPT	Monica Bullock (PI)
6696	UNIV	1810	029	1	STORR	FYE Learning Community Seminar	Service Learning	2:00PM - 2:50PM / Tu / NRRSTORDPT	Nick Delaney (PI)
6697	UNIV	1810	030	1	STORR	FYE Learning Community Seminar	Service Learning	10:10AM - 11:00AM / Mo / NRRSTORDPT	Will Linthicum (PI)
6702	UNIV	1810	031	1	STORR	FYE Learning Community Seminar	Service Learning	1:25PM - 2:15PM / We / NRRSTORDPT	Monica Bullock (PI)
									Friedemann Weidauer (SI), Liansu Meng (PI), Stefan Bronner (PI)
6703	UNIV	1810	032	1	STORR	FYE Learning Community Seminar	In Person	3:30PM - 4:20PM / We / NRRSTORDPT	Stefan Bronner (PI)
7105	UNIV	1810	033	1	STORR	FYE Learning Community Seminar	In Person	11:15AM - 12:05PM / Fr / MONT226	Tlaloc Rivas (PI)
									Sade Erinfolami (SI), Saran Stewart (PI)
7624	UNIV	1810	034	1	STORR	FYE Learning Community Seminar	In Person	1:00PM - 1:50PM / Tu / NRRSTORDPT	Saran Stewart (PI)
									Sade Erinfolami (SI), Saran Stewart (PI)
6708	UNIV	1810	035	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / We / NRRSTORDPT	Saran Stewart (PI)
									Sade Erinfolami (SI), Saran Stewart (PI)
6709	UNIV	1810	036	1	STORR	FYE Learning Community Seminar	In Person	10:00AM - 10:50AM / Th / NRRSTORDPT	Saran Stewart (PI)
									Brendan Kane (PI), Rachel Jackson (SI)
6710	UNIV	1810	038	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / Tu / MCHU307	Rachel Jackson (SI)
									Dabney Waring (SI), Stephen Dyson (PI)
6727	UNIV	1810	040	1	STORR	FYE Learning Community Seminar	In Person	3:35PM - 4:25PM / We / NRRSTORDPT	Stephen Dyson (PI)
									Dabney Waring (SI), Stephen Dyson (PI)
6740	UNIV	1810	041	1	STORR	FYE Learning Community Seminar	In Person	4:40PM - 5:30PM / We / NRRSTORDPT	Stephen Dyson (PI)

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
6743	UNIV	1810	042	1	STORR	FYE Learning Community Seminar	In Person	11:15AM - 12:05PM / Mo / NRRSTORDPT	Amit Savkar (PI)
6744	UNIV	1810	043	1	STORR	FYE Learning Community Seminar	In Person	11:15AM - 12:05PM / Mo / NRRSTORDPT	Amit Savkar (PI)
6745	UNIV	1810	044	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:45PM / We / NRRSTORDPT	H. Kenny Nienhusser (PI)
6746	UNIV	1810	046	1	STORR	FYE Learning Community Seminar	In Person	2:00PM - 3:15PM / Tu / OAK441	Andre Rogers (PI)
6747	UNIV	1810	047	1	STORR	FYE Learning Community Seminar	In Person	9:30AM - 10:45AM / Tu / OAK267	Andre Rogers (PI)
6748	UNIV	1810	048	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 12:15PM / Tu / OAK235	Andre Rogers (PI)
9679	UNIV	1810	049	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:45PM / Tu / OAK268	Andre Rogers (PI)
7159	UNIV	1810	050	1	STORR	FYE Learning Community Seminar	In Person	9:30AM - 10:20AM / Tu / GENT319	Thomas Long (PI)
7160	UNIV	1810	051	1	STORR	FYE Learning Community Seminar	In Person	9:30AM - 10:20AM / Th / STRS001	Thomas Long (PI)
7329	UNIV	1810	054	1	STORR	FYE Learning Community Seminar	In Person	1:05PM - 1:55PM / Tu / NRRSTORDPT	Megan Delaney (SI), Philip Hritcko (PI)
7625	UNIV	1810	055	1	STORR	FYE Learning Community Seminar	In Person	12:15PM - 1:05PM / Tu / PBB334	Kathleen Adams Brunault (PI)
9680	UNIV	1810	057	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:20PM / Tu / NRRSTORDPT	Jaci Van Heest (PI)
7626	UNIV	1810	058	1	STORR	FYE Learning Community Seminar	In Person	3:30PM - 4:20PM / Tu / NRRSTORDPT	Jaci Van Heest (PI)
7627	UNIV	1810	059	1	STORR	FYE Learning Community Seminar	In Person	1:25PM - 2:15PM / We / NRRSTORDPT	Jaci Van Heest (PI)
7675	UNIV	1810	060	1	STORR	FYE Learning Community Seminar	In Person	2:30PM - 3:20PM / We / NRRSTORDPT	Jaci Van Heest (PI)
7730	UNIV	1810	062	1	STORR	FYE Learning Community Seminar	In Person	1:00PM - 1:50PM / Fr / NRRSTORDPT	Michael Bradford (PI), Paul Singleton II (SI)
8289	UNIV	1810	064	1	STORR	FYE Learning Community Seminar	In Person	4:40PM - 5:30PM / Th / NRRSTORDPT	Jessica Maita Maita (SI), Kristen Govoni (PI)
8290	UNIV	1810	065	1	STORR	FYE Learning Community Seminar	In Person	3:30PM - 4:20PM / Th / NRRSTORDPT	Jessica Maita Maita (SI), Kristen Govoni (PI)
8291	UNIV	1810	066	1	STORR	FYE Learning Community Seminar	In Person	10:10AM - 11:00AM / Fr / NRRSTORDPT	Jessica Maita Maita (SI), Kristen Govoni (PI)
8985	UNIV	1810	067	1	STORR	FYE Learning Community Seminar	In Person	11:00AM - 11:50AM / We / BUSN226	Mikolaj Matwiejczuk (PI)
8986	UNIV	1810	068	1	STORR	FYE Learning Community Seminar	In Person	12:30PM - 1:20PM / We / OAK268	Alana Adams (PI)

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
9004	UNIV	1810	070	1	STORR	FYE Learning Community Seminar	In Person	12:20PM - 1:10PM / Mo / MCHU107	Eleni Diakogeorgiou (PI), Emma Zuk (SI)
9676	UNIV	1810	071	1	STORR	FYE Learning Community Seminar	In Person	2:00PM - 2:50PM / Th / KNS105	Amy McKeon (PI)
9677	UNIV	1810	072	1	STORR	FYE Learning Community Seminar	In Person	2:00PM - 2:50PM / We / BUSN215	Jonathan Moore (PI)
9935	UNIV	1810	074	1	STORR	FYE Learning Community Seminar	In Person	1:25PM - 2:15PM / We / OAK104	Jose (Joel) Nebres (PI)
9936	UNIV	1810	075	1	STORR	FYE Learning Community Seminar	In Person	1:25PM - 2:15PM / Mo / OAK267	Jose (Joel) Nebres (PI)
14328	UNIV	1810	077	1	STORR	FYE Learning Community Seminar	In Person	6:00PM - 6:50PM / We / OAK110	Linda Pelletier (PI)
14329	UNIV	1810	078	1	STORR	FYE Learning Community Seminar	In Person	1:25PM - 2:15PM / Mo / E2321	Caressa Wakeman (TA), Connie Syharat (PI), Marisa Chrysochoou (PI)

## Appendix B: Syllabi

1. UNIV 1810.005 (Storrs, Chemistry Non-Residential LC, p. 6);
2. UNIV 1810.044 (Storrs, La Comunidad Intelectual (LCI), p. 12);
3. UNIV 1810.Z81 (Stamford, Business Connections LC, p. 19)



UNIV 1810.005: FYE Learning Community Seminar

Fall 2021

Tuesday, 11:00 – 11:50 AM

GENT 246

<b>Instructor:</b> Jill Bouchard	<b>FYE Mentor:</b> Emma McDonald
E-mail: <a href="mailto:jill.bouchard@uconn.edu">jill.bouchard@uconn.edu</a>	E-mail: <a href="mailto:emma.mcdonald@uconn.edu">emma.mcdonald@uconn.edu</a>
Campus Address: CHEM Building, A100	Phone: 401-443-0162
Phone: 860-486-2285	
Office Hours: By appointment	

***"By replacing fear of the unknown with curiosity we open ourselves up to an infinite stream of possibility."  
– Alan Watts, Philosopher***

### COURSE DESCRIPTION

Welcome to the University of Connecticut and First Year Experience (FYE)! FYE is a unique one-credit course designed to provide you with the opportunity to explore issues relevant to new students at the University of Connecticut. Our goal for the semester is to provide an open forum for discussion about college transition issues and concerns, and to promote greater self-awareness, growth, and understanding of you as a scholar, individual, and global citizen. Over the course of the semester we will investigate your college experiences holistically, which will allow you the ability to make informed decisions paving the way for a richer, fuller college career.

### COURSE LEARNING OBJECTIVES

**LO1:** This course will help students *discover and connect with the University of Connecticut* by using appropriate campus resources and engaging in opportunities that contribute to their learning within and beyond the classroom.

**LO2:** This course will help students *develop their definition of academic success* by identifying and practicing basic academic and professional skills necessary for undergraduate success at UConn and beyond.

**LO3:** This course will help students *exhibit personal growth and development* by examining and developing strategies that promote wellbeing, foster relationships with peers/faculty/staff, and increase appreciation for diversity.

**LO4:** This course will help students *cultivate their curiosity* by increasing self-awareness and exploring countless opportunities throughout their first semester.

### STUDENT LEARNING OUTCOMES

Students who successfully complete the course will:

1. use critical thinking skills to address academic challenges,
2. explain how cultural competency will enable your success as a UConn student and beyond,
3. research and locate UConn resources,
4. demonstrate increased self-awareness through reflective activities and assignments,
5. develop a working knowledge of HuskyCT and other academic tools,
6. Create a résumé and a writing sample,
7. and explain how you will build meaningful connections with faculty/staff and your fellow Huskies.

GRADING

Grade Components	Total # of Points	Explanation	Grade Percentage
In-Class Assignments / Participation	32 points	2 pts x 14 wks; 4 pts 1:1	32%
Critical Reflection Assignment	15 points	Based on FYE Grading Rubric	15%
Resume Assignment	20 points	5 points for draft, 10 points for virtual critique and email confirmation, & 5 points for final draft	20%
LinkedIn profile	8 points	You will create and craft your LinkedIn Profile	8%
The Breakfast Club	10 points	Meal chat and photo journal reflection	10%
Vision Board Presentation	15 points	Google Slide and Presentation	15%
<b>Maximum Total Points</b>	<b>100 points</b>		

Grading Scale			
<b>A</b> = 93 – 100% Points = (93.0 – 100)	<b>B</b> = 83 – 86% Points = (83.0 – 86.9)	<b>C</b> = 73 – 76% Points = (73.0 – 76.9)	<b>D</b> = 63 – 66% Points = (63.0 – 66.9)
<b>A-</b> = 90 – 92% Points = (90.0 – 92.9)	<b>B-</b> = 80 – 82% Points = (80.0 – 82.9)	<b>C-</b> = 70 – 72% Points = (70.0 – 72.9)	<b>D-</b> = 60 – 62% Points = (60.0 – 62.9)
<b>B+</b> = 87 – 89% Points = (87.0 – 89.9)	<b>C+</b> = 77 – 79% Points = (77.0 – 79.9)	<b>D+</b> = 67 – 69% Points = (67.0 – 69.9)	<b>F</b> = 0 – 59% Points = (0 – 59.9)

ASSIGNMENT SUMMARY

Below are brief summaries of the course assignments. Additional information will be discussed in class and can be found on our course HuskyCT site. If you have any questions, please ask before the assignments are due.

**Class Participation – Due Each Class Meeting (32 Points):** Active and thoughtful participation is *crucial and meaningful* to your experience in this course. Effective participation consists of being prepared to discuss weekly topics, engage with in-class assignments and activities, and tie in any assignment reading materials to class discussions. Students must be present to participate therefore, absences will impede your ability to participate and thus having a negative impact on your achievement. *If there are special circumstances causing absences, please contact me by email.* Students will be responsible for content covered in missed classes. If you know in advance that you will need to miss class, we can work together to find a way to catch you up. Each class is worth **2 points** in participation and the one-on-one meeting with the FYE Mentor is worth **4 points**.

**Critical Reflection Assignment, 2-3 Pages (15 Points):** For this multi-part assignment, you are required to stretch yourself by reflecting on a specific prompt (see HuskyCT for the prompt we chose for the class). You will then engage in the academic conversation by writing and revising a brief paper summarizing as well as critically reflecting on the prompt. The focus of this reflection should be on the writer’s analysis and interpretation that answers the question, “so what?” Because revision and peer review are vital elements to this process, you will visit the University Writing Center (<http://www.writingcenter.uconn.edu/> and <https://uconn.mywconline.com/>) with a group before revising and submitting your final draft. Assignment details, the prompt and steps for success will be available on HuskyCT. Be creative and have fun!

**Due date for the first draft (w/Writing Center) is September 21<sup>st</sup>. Due date for final draft: October 5<sup>th</sup>.**

**Career Kickoff Résumé Assignment (20 Points):** The Center for Career Development ([www.career.uconn.edu](http://www.career.uconn.edu)) and First Year Programs & Learning Communities have established a collaborative partnership to introduce first-year students to the Career Center and the importance of creating a résumé early in your college career. The Career Kickoff Résumé Module & Assignment has a few easy steps:

1. Watch Career Kickoff webinar and complete myth busters activity
2. Upload résumé to Handshake
3. Schedule and attend a 20-Minute Virtual Résumé Critique with the Center for Career Development
4. Update résumé and upload résumé “packet” to HuskyCT
  - o Résumé Packet:
    - First draft résumé
    - Updated résumé draft
    - Confirmation of Career Center appointment attendance

**Due date for résumé packet: October 26<sup>th</sup>**

### LinkedIn Profile (8 Points)

LinkedIn is a platform that allows jobseekers the opportunity to get connected with various employers and list further qualifications that a resume might not space. We will go over the creation of your profile in class, but your final submission should include a full-bodied profile including the following sections:

- Profile picture
- Header (picture & title)
- About
- Experience
- Education
- Connect with Instructor, Mentor, and classmates
- Join Group "UConn First Year Experience"

**DUE Date: November 2<sup>nd</sup>**

### Breakfast Club (10 points)

Everyone needs to eat, right? This is your chance to grab a meal or coffee/tea with some of your fellow FYE students and connect. You will be assigned into groups of 3 or 4 and your task is simple; select a time you can all dine together. The objective of the Breakfast Club is fairly straightforward: (1) To get to know each other and (2) To feel less alone and isolated at UConn. **The one rule of your Breakfast Club - No technology!** As a group, you can decide to use the sets of questions in HuskyCT or come up with your own.

You should meet with your Breakfast Club at least **2 times** throughout the semester and after each one, you will complete a photo journal entry in HuskyCT. This entry should include at least **2 photos**: evidence of you meeting with your group (e.g. a group selfie) and what meal/food/drink you shared. In addition to the photos, you should reflect on whether you met the above objectives and how you achieved them. You can discuss both strategies for achieving these objectives and the common roadblocks to those objectives of increasing connection and reducing isolation that may exist in college life. Each reflection should be **at least 200 words** and each entry is worth 5 points. You and your Breakfast club could meet more to earn bonus points (2 points per bonus meeting/entry).

**Entry #1 is due October 5<sup>th</sup>**

**Entry #2 is due December 7<sup>th</sup>**

### Vision Board Presentation, (15 Points)

A vision board is a powerful visualization tool that you can use as inspiration for your journey toward your ideal life. It's a collage of pictures, words and quotes that serve to remind you of your passion and purpose. Try to create a tangible representation of your goals as a TA and for your life as a whole. We will be using Google Slides to create a virtual vision board.

First, you will come up with 3 goals that your vision board will represent:

- (1) a goal for the Spring semester as a UConn Husky,
- (2) a goal you'd like to achieve by the time you graduate from UConn, and
- (3) a goal you have overall in life.

Once you have decided on your 3 goals, you will start 1 Google Slide, add various pictures/gifs to represent your 3 goals. Check HuskyCT for the link to our class slides.

Finally, you will give a 1 – 2 minute presentation in class explaining your vision board and how it represents your 3 goals. More details (including an example) will be available in class & on HuskyCT. **Due date: November 30<sup>th</sup>**



Semester Week	Class Date	Topic/Special Location	Assignments Due (To Be Completed <b>Before</b> Class Meets)
1	Aug. 31	Welcome to UConn FYE! Introductions, Getting to know each other, Expectations, and Syllabus	Complete Info Sheet
2	Sept. 7	Virtual Room presentations	Virtual Room Presentation/Slide DUE
<b>Monday Sept. 13<sup>th</sup> = Last Day for Add/Drop in Student Admin and to place a course on Pass Fail</b>			
3	Sept. 14	Campus Resources and Getting Involved  Intro to Critical Reflection Assignment	
4	Sept. 21	<b>Guest Presentation from the Academic Achievement Center</b>	<b>First draft</b> – Critical Reflection Assignment due **Bring draft to class next week will go over with Writing Center Tutors next week!**
5	Sept. 28	<b>Guest Presentation from the Writing Center Peer Review for Critical Reflection Assignment</b>	<b>**Meet with your Breakfast Club**</b>
6	Oct. 5	Self-exploration (like MBTI, StrengthsQuest, True Colors)	<b>Final draft</b> – Critical Reflection Assignment due  <b>Breakfast Club Entry #1 Due</b>
7	Oct. 12	Professional Development ("Get Connected with LinkedIn")  Intro to "Career Kickoff Résumé Assignment" (Center for Career Development)	<b>Draft your resume, complete CCD module and make appointment to meet with CCD.</b>
8	Oct. 19	Registration & Enrollment Planning Getting Involved in Research	
9	Oct. 26	<b>Guest Presentation - Violence Against Women Prevention Program (VAWPP)</b>	<b>ENTIRE Career Kickoff Résumé Assignment DUE</b>
10	Nov. 2	TBD – Mentor's Presentation	<b>LinkedIn Profile Assignment DUE</b>
11	Nov. 9	Student's Choice	<b>**Meet with your Breakfast Club**</b>
12	Nov. 16	Passions/Goals (Vision Board prep)	Start creating Vision Board presentation
<b>Thanksgiving Recess November 21<sup>st</sup> – November 27<sup>th</sup></b>			
13	Nov. 30	Vision Board Presentations	<b>Final Presentations due</b>
14	Dec. 7	Semester wrap-up and reflections	<b>Breakfast Club Entry #2 Due</b>
<b>LAST DAY OF CLASSES – Friday December 10<sup>th</sup></b>			
<b>Reading Days – Saturday December 11<sup>th</sup> &amp; Sunday December 12<sup>th</sup></b>			
<b>FINALS – Monday December 13<sup>th</sup> – Sunday December 19<sup>th</sup> (Additional Reading Day on Thursday Dec. 16th)</b>			

## COURSE & UNIVERSITY POLICIES

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such there are obligations to the University which must be upheld. Therefore, the following policies will be observed:

### Participation

Active and thoughtful participation is **crucial and meaningful** to your experience in this course. Effective participation consists of being prepared to discuss weekly topics, engage with class assignments and activities, and tie in any assignment reading materials to class discussions. Students must be present to participate therefore, absences will impede your ability to participate and thus having a negative impact on your achievement. If there are special circumstances causing absences, please contact me by phone or email. Students will be responsible for content covered in missed classes. If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Dean of Students (860) 486-3426. They will look into the issue and send all of your instructors formal notification (a reason) if appropriate.

### Late Work Policy

I do not accept late work unless you make arrangements with me before the class or in extreme cases such as medical emergencies. All assignments must be submitted by the **listed due date** and **via HuskyCT**, unless otherwise noted. Please contact me in advance if you are having a problem with an assignment so that I can help. You can see me after class, during my listed office hours, or by appointment. If you are finding that time management is a problem, we can brainstorm ways to address this hurdle. Talk to me!

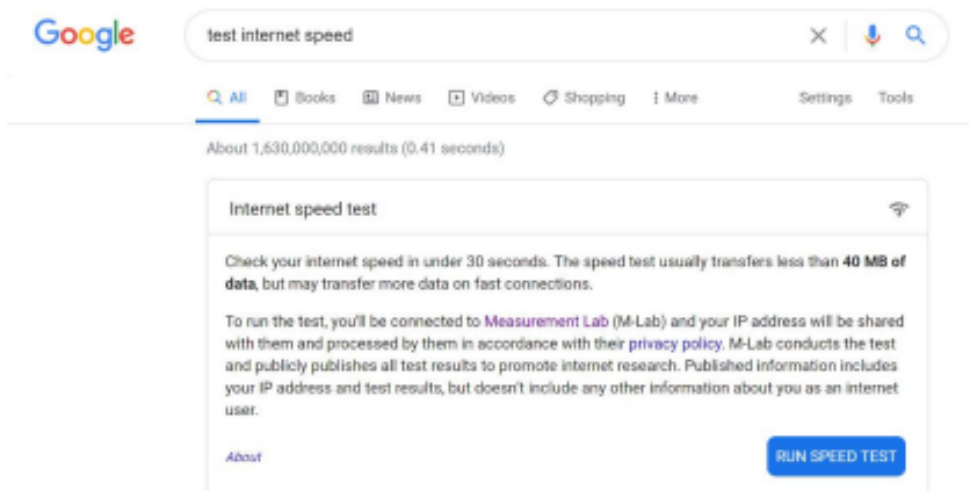
### Preferred Name and Pronouns

I will gladly honor any request to address you by a preferred name and/or pronouns. Please let me know your preference by email so that I can make any necessary changes to my records. My pronouns are **she/her/hers**.

### Software/Technology Requirements

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office & Teams (free to UConn students through [uconn.onthehub.com](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- WebCam
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
  - You can test your internet speed quickly by Googling "Test Internet Speed" and click the blue button that says "run speed test" shown in the screenshot below:



For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

**NOTE:** This course has NOT been designed for use with mobile devices.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use email and ability to open attachments
- Save files in commonly used word processing program formats
  - Please save files in Microsoft programs, Google Drive (make sure to allow permissions) or PDF,
    - DO NOT save files as **.pages**
- Copy and paste text, graphics or hyperlinks
- Work within two or more browser windows simultaneously
- Open and access PDF files

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### Student Responsibilities, Resources, & Policies

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- [The Student Code](#)
  - [Academic Integrity](#)
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- [Academic Calendar](#)
- [Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
  - More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).
- [Sexual Assault Reporting Policy](#)

### Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

### Finals

This class **does not** have a final exam. However, this information will help you to be successful in your other courses:

Finals week for Fall 2021 takes place from Monday, December 13th, through Sunday, December 19th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule.

If you have a conflict with your scheduled final or have "bunched finals", you should read more about the possibility of rescheduling on the Dean of Students website: <https://dos.uconn.edu/finals-rescheduling/>

\*\*\*I reserve the right to alter this syllabus. However, if I do I will give you ample notice.\*\*\*





**LA  
COMUNIDAD  
INTELECTUAL**

**LA COMUNIDAD INTELECTUAL (LCI) FIRST-YEAR FYE SEMINAR**

**UNIV 1810.044 Fall 2021**

**Wednesdays, 12:30-1:45 pm ET**

**In-Person (LCI Community Space, Werth Tower)**

Course Instructor: H. Kenny Nienhusser, Ed.D. (he, him, his, él)

Email: [Kenny.Nienhusser@uconn.edu](mailto:Kenny.Nienhusser@uconn.edu)

Phone: 1-646-675-8732 (mobile; text for urgent matters)

Webex Personal Room (for video meetings): <https://uconn-cmr.webex.com/meet/hkn18001>

Office Hours: Mondays 1:00pm-2:00pm (LCI Community Space or Webex), Wednesdays 1100am-12:00 (LCI Community Space), or by appointment

FYE Mentor: Emily Diaz (she, her, hers)

Email: [Emily.2.Diaz@uconn.edu](mailto:Emily.2.Diaz@uconn.edu)

Webex Personal Room (for video meetings): <https://uconn-cmr.webex.com/meet/emd19010>

Office Hours: Tuesdays 1:30pm-2:30pm and Fridays 3:00pm-4:00pm (LCI Community Space) or by appointment

### **Course Description**

This course is designed to support La Comunidad Intelectual (LCI) community members with their college transition and success at the University of Connecticut (UConn). The focus of this course is to support LCI learners during their first term to understand the resources available to support their personal and academic successes. Furthermore, this course will also introduce them to LCI and issues that impact the Latina/o/x and/or Caribbean communities on our campus and in our society.

### **Course Objectives**

- Build community within LCI and its students.
- Understand the purpose and goals of LCI, including campus partners such as the Puerto Rican Latin American Cultural Center (PRLACC) and El Instituto.
- Build a greater understanding of Latina/o/x and/or Caribbean identities and issues that impact those communities on our campus and in our society.
- Identify resources and support available on campus to help with students' personal and academic successes.

### **La Comunidad Intelectual Leadership Team**

The 2021-2022 LCI Leadership Team is noted below. We are here to support you, please do not hesitate to contact us with questions, concerns, etc. about your success at UConn.

Dr. H. Kenny Nienhusser, Faculty Director, [Kenny.Nienhusser@uconn.edu](mailto:Kenny.Nienhusser@uconn.edu)

Vanessa Esquivel, Graduate Assistant, [Vanessa.Esquivel@uconn.edu](mailto:Vanessa.Esquivel@uconn.edu)

Catherina Villafuerte, Graduate Assistant, [Catherina.Villafuerte@uconn.edu](mailto:Catherina.Villafuerte@uconn.edu)

Danielle Jorge, Floor Mentor, [Danielle.Jorge@uconn.edu](mailto:Danielle.Jorge@uconn.edu)

Jason Valverde, Floor Mentor, [Jason.Valverde@uconn.edu](mailto:Jason.Valverde@uconn.edu)

Emily Diaz, FYE Mentor, [Emily.2.Diaz@uconn.edu](mailto:Emily.2.Diaz@uconn.edu)



### Role of FYE Mentor

As the FYE Mentor, Emily, will play vital roles in assisting first-year students with their transition to UConn. Emily will be assisting and participating in the class. She will make sure learners are prepared for class and assist with their first year at UConn. Also, she will assist to make sure students are aware of resources offered to support their successes. Emily will have one-on-one meetings with students during the semester, where they can talk with her and ask any questions they may have.

### Preparation and Participation

Learners are expected to be actively engaged in all weekly class sessions. If it is necessary to miss a class, students should notify the instructor and FYE mentor via email in advance of the session. Being prepared and participating is key to learning in this course. Learners are expected to complete all readings and assignments on time and be prepared to engage in class. Active engagement includes learning new material, considering learners' personal and scholarly perspectives on a topic, listening to others' perspectives, and contributing to discussion and activities. This will account for 30% of learners' final grade.

### Email

There is an expectation that learners check their student email address multiple times a week to receive updated information from the course instructor. This includes, but is not limited to, announcements, weekly assignments, changes to syllabus, supplemental readings, etc.

### Technology Usage During Class

The use of technology (e.g., laptops, tablets, mobile phones) can be a powerful tool in learners' learning but can also be a distraction. The use of technology during class should be limited to legitimate purposes such as reviewing notes prepared in relation to readings, referring to readings, taking notes, or classroom activities. Texting, emailing, checking social media, surfing the Internet, reading news, or playing games are not considered legitimate classroom purposes.

### Grading

Assignment	Percentage of Final Course Grade	Due Dates
Preparation and Participation	30%	Throughout course
Who I Am	10%	September 6th
Reflective Journal Entries	30%	October 3rd, November 7th, and December 5th
El Instituto Faculty Interview	30%	October 31st

### Final Grade Breakdown

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	100.00-95.00	C+	79.99-77.00
A-	94.99-90.00	C	76.99-73.00
B+	89.99-87.00	C-	72.99-70.00
B	86.99-83.00	D	69.99-60.00
B-	82.99-80.00	F	59.99-0.00

Note: No grades of incomplete will be given unless there is an emergency and there is written approval from the instructor.

## Required Texts

All required readings will be made available on HuskyCT.

## Submission of Assignments

All assignments should be uploaded to HuskyCT under "Assignment Submission." Turning in an assignment late, if accepted, may negatively impact your assignment grade.

## Course Assignments

### Who I Am (10% of Final Grade) [Due: September 6th via HuskyCT]

Students should prepare a 2-minute presentation about who they are. This will allow students to have an opportunity to introduce a part of who they are and their story to the rest of the class. Students should be specific and creative in how they share their story. Students may create a short video, PowerPoint presentation, poem, song, etc. Some items students may consider sharing in their presentation include information about their family, Latina/o/x and/or Caribbean identity, languages spoken, their hometown, an event growing up that has shaped their identity, a person who has had a significant impact on their lives, major, favorite genre of music and/or artist, future career goals, etc. This assignment should be fun and give us a glimpse into your creativity and strengths. Students will give their Who I Am presentation during the September 8th session.

### Reflective Journal Entries (30% of Final Grade) [Due: October 3rd, November 7th, and December 5th via HuskyCT]

Students are expected to prepare a reflective journal entry that thoughtfully examines the four different areas noted below. A reflective journal allows the opportunity to think about a specific topic and can help one think about how learning is taking place in one's everyday life. Each journal entry should be 2 pages (double spaced with 12-point Times New Roman font and 1-inch margins). The focus of each journal entry is briefly described below with some guiding questions you may consider as you prepare your journal entry.

- Journal 1 (due October 3rd): "My personal and academic transition to UConn"
  - What were the most rewarding and most challenging experiences during your first weeks at UConn?
  - How is your Latina/o/x and/or Caribbean identity (or interests in Latina/o/x and/or and/or Caribbean community(ies)) being reflected in my (personal) transition to UConn?
  - What programs or activities have you attended? What were your impressions of those programs or activities?
  - What are your initial impressions of LCI and LCI peers?
  - What, if anything, do you miss most from being away from home?
  - What action items have you taken to get to know other members of the UConn community (e.g., LCI peers, faculty, staff)?
  - Are there any events/activities/programs/student organizations that you are interested in participating in or finding more about? What interests you about those events/activities/programs/student organizations?
  - How are you managing all your academic responsibilities (e.g., attending class, reading for class, doing homework)?
  - What are some ways you are preparing for all your class assignments and/or tests?
  - What are you doing to make sure to attend all your classes?
  - What study/preparation/assignment techniques have you used in the past that you plan to implement in college?
  - What are some academic support services available to you to support your academic success?
- Journal 2 (due November 7th): "My attendance at a Puerto Rican Latin American Cultural Center (PRLACC) and/or El Instituto (ELIN) sponsored event"
  - Required: What was the title and date of the event you attended? How did you hear about this event?
  - Required: Provide a brief description of the event.



- Required: How, if at all, does the event align with the mission/focus of PRLACC and/or ELIN?
- How, if at all, was your Latina/o/x identity and/or Caribbean (or interests in Latina/o/x and/or Caribbean community(ies)) reflected in the event?
- What did you most enjoy/not enjoy about the event?
- What did you gain from attending this event?
- What were some elements you would have liked to see during the event?
- If you were able to plan a similar event, what would you do differently?
- Journal 3 (due December 5th): “My first term at UConn”
  - What were the most challenging items you faced during your first term? If you overcame them, how did you overcome them? If you were unable to overcome them, what would you do differently in the future?
  - How were your Latina/o/x identity and/or Caribbean (or interests in Latina/o/x and/or Caribbean community(ies)) reflected during your first term?
  - What skills did you gain and/or improve?
  - What techniques did you use to excel and keep up with the classwork? Did it help or what else did you need to do to improve in the future?
  - What are some ways you are managing stress as finals week approaches?
  - What was your most memorable experience this term?
  - What would you like to achieve next semester? What would you like to see in LCI?
  - What would you like to know more about LCI and/or UConn?

**El Instituto Faculty Interview (30% of Final Grade) [Due: October 31st via HuskyCT]**

Students should identify, contact, interview, and prepare a brief summary of an interview done with a UConn faculty member affiliated with El Instituto—either [Core Faculty](#) or [Affiliate Faculty](#). While not required, it is suggested students choose a faculty member affiliated with El Instituto who is in their academic department, college/school, and/or have some shared personal and/or scholarly interests. The purpose of the interview is to network with faculty, learn about their academic journey, while sharing about their own educational trajectory. Based on the interview students should prepare a 5-page summary of the interview (does not include cover page) that addresses areas such as:

- How long has this faculty member held their current position? What other positions has this person held in the past?
- What research interest does this faculty member have?
- Explain your understanding of why you were asked to do this assignment.
- What action will you do now because of this interview?
- What question evoked the most in-depth response from your interviewee and summarized the responses
- How might what you have learned from the interview and reflection process inform how you shape your development at UConn and/or within your field of study?

These listed questions are not meant to be an outline for the assignment. Successful papers will clearly and thoughtfully address the questions raised but will also be well organized around a central thesis. They will also present cohesive ideas in a logical flow. Finally, they will integrate ideas from the interview, students’ personal perspectives on their own experiences, and course topics/discussions.

To help with planning of this event and to avoid duplication of faculty who are interviewed, please follow this schedule:

- By September 8th: Submit your rank-ordered list with the name and department of three faculty members you would like to interview and draft email you plan to send one of them once you have received approval to HuskyCT under “Assignment Submission.”
- By September 12th: Emily will indicate the faculty member you may contact and provide you with any feedback on the email you drafted. If you do not have an interview date confirmed by September 23rd, please contact Emily.

- By September 17th: Submit your list of interview questions that you plan to ask during your interview to HuskyCT under "Assignment Submission."
- By September 23rd: You will receive feedback on your email draft and proposed interview questions. If you do not receive this by September 25, please contact Emily.
- By October 11th: Complete interview.
- By October 31st: Submit completed assignment.

#### Optional Extra Credit

LCI will always be a home away from home for newcomers/transfers who identify as Latina/o/x and/or Caribbean or share an interest in the Latinx and/or Caribbean community(ies). Throughout your time in LCI it is important to enjoy your time and make an impact in our learning community. We strive to make your experience here at UConn memorable and we would also like to hear about that from you. What better way to share your memories than by using your social media and posting about your LCI experiences!

Students may earn up to 5 points added to their final course grade by engaging with LCI's Instagram account and/or LinkedIn group. To receive the full 5 points, students should do the following:

- Follow the LCI Instagram account and/or LinkedIn group
- Reply to a minimum of 10 posts on either our LCI Instagram account or LinkedIn group
- Create at least 5 unique posts that tag the LCI Instagram account or LinkedIn group that has a minimum of 50 words
- Upload at least 5 Instagram stories at an LCI event and tag LCI.

If all items are not achieved, the extra credit will be prorated at the discretion of the Course Instructor and FYE Mentor.

#### Late Work

All assignments must be submitted by the listed due date and via HuskyCT, unless otherwise noted. Please contact the Course Instructor and FYE Mentor in advance if you are having a problem with an assignment so they can best help. You can see them during their listed office hours or by appointment.

#### Changes to Syllabus

There may be some occasions where there might be some modifications to the syllabus. If that is the case, the instructor will make sure to announce changes to syllabus in class and/or email.

#### Use of Other Coursework in this Course

You may not use coursework prepared for another class for this course unless you have received written permission from the instructor.

#### Diversity, Equity, and Inclusion

As members of a community of learners we should embrace diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political views, religious and spiritual beliefs, language and geographic characteristics, immigration status, gender, gender identities, sexual orientations, learning and physical abilities, age, social or economic classes, among others. This value is grounded in the University's statement regarding diversity and inclusion, which states in part: "The University is committed to a diverse and inclusive environment, where differences are welcomed and valued. As our communities and workplaces become increasingly more diverse, understanding the perspectives of individuals from a variety of backgrounds and experiences is an important requirement for working together in order to take full advantage of an inclusive community" (<https://diversity.uconn.edu/about>).

#### Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or

ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism). (<https://community.uconn.edu/the-student-code-appendix-a/>)

### **Reasonable Accommodations**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

### **Absences From Class Due to Religious Observances**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extracurricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work. For conflicts with final examinations, students should contact the Dean of Students Office.

### **Policy Against Discrimination, Harassment, and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://equity.uconn.edu> and <http://titleix.uconn.edu>.

### **Office of Emergency Management on Emergency Preparedness**

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency>

### Course Outline: Sessions, Topics, Readings, and Assignments

Session	Date	Topics and Special Guests	Readings and/or Videos	Assignment Due/Notes
1	September 1st	Topic: Course Introduction and Getting to Know the Course Instructor, FYE Mentor, and Each Other	Course syllabus	
2	September 8th	Topic: Getting to Know our Comunidad  Special guests: Catherina Villafuerte (LCI Graduate Assistant), Danielle Jorge (LCI Floor Mentor), Jason Valverde (LCI Floor Mentor), Vanessa Esquivel (LCI Graduate Assistant)	None	<b>By September 6th:</b> Submit Who I Am Activity to HuskyCT under "Assignment Submission." <b>By September 8th:</b> Send your list with the name and department of three El Instituto faculty (or affiliate faculty) you would like to interview and a draft email you plan to send to one of them once you have received approval from Emily to HuskyCT under "Assignment Submission." <b>By September 12th:</b> Emily will provide feedback on email draft and indicate faculty member you should contact.
3	September 15th	<a href="#">Learning Community Innovation Zone</a>	None	<b>By September 17th:</b> Send your list of questions you would ask during El Instituto Faculty interview to HuskyCT under "Assignment Submission."
4	September 22nd	Topic: How to be a Successful Student at UConn  Special Guest: <a href="#">Joanna Rivera Davis</a> , Assistant Director of Academic Support, <a href="#">Academic Achievement Center</a> , University of Connecticut	To be determined	<b>By September 23rd:</b> You will receive feedback on interview questions. If you do not receive feedback by September 25, please contact Emily. <b>September 23rd:</b> If you do not have an interview date confirmed, please contact Emily.
5	September 29th	Topic: El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies  Special Guest: <a href="#">Dr. Samuel Martinez</a> , Director, <a href="#">El Instituto</a>	To be determined	<b>Due October 8rd:</b> Submit Journal Entry 1 to HuskyCT under "Assignment Submission."
6	October 6th	Topic: Navigating College and UConn as a Latinx Student Special guest: <a href="#">Fany Hamon</a> , Director, <a href="#">Puerto Rican/Latin American Cultural Center</a> , University of Connecticut	None	Informal opportunity to check-in to see how everyone's transition to UConn is going.
7	October 13th	Topic: How to be a Successful Student at UConn From Successful Students' Perspectives  Special guests: Panel of LCI Alum	None	<b>By October 11th:</b> Complete El Instituto Faculty interview.
8	October 20th	Topic: The Effect of Stereotypes on the Latinx Community  Special "Guest:" Emily Diaz, LCI FYE Mentor	<a href="#">Stereotype Threat</a>  <a href="#">The Role Hollywood Plays in Reinforcing Latinx Stereotypes</a>  <a href="#">What I have learned as a first-generation college student</a>	
9	October 27th	Topic: Mental Health in the Latinx Community  Special guest: <a href="#">Dr. Ron McLean</a> , Director of Health Equity & Access to Care, <a href="#">Student Health and Wellness</a> , University of Connecticut	To be determined	<b>By October 31st:</b> Submit El Instituto Faculty Interview assignment to HuskyCT under "Assignment Submission."
10	November 3rd	Topic: <a href="#">Violence Against Women Prevention Program (VAWPP)</a>  Special Guests: <a href="#">Women's Center</a> , University of Connecticut	None	
10	November 10th	Check-in	None	Informal opportunity to check-in to see how everyone's transition to UConn is going.  <b>By November 7th:</b> Submit Journal Entry 2 to HuskyCT under "Assignment Submission."
12	November 17th	Topic: Anti-Blackness in the Latinx community  Special Guests: <a href="#">Luz Burgos-López</a> , Assistant Dean of Students, <a href="#">Dean of Students Office</a> , University of Connecticut; <a href="#">Jazmin Pichardo</a> , Assistant Director of Diversity Training & Education, <a href="#">Office of Diversity and Inclusion</a> , University of Maryland	Dache, A., Haywood, J. M., & Mislán, C. (2019). A badge of honor not shame: An AfroLatina theory of black-inimiento for U.S. higher education research. <i>Journal of Negro Education</i> , 88 (2), 130-145.	
<b>Thanksgiving Recess</b>				
13	December 1st	Topic: Preparing for Finals From Successful Students' Perspectives  Special guests: Panel of LCI Alum	None	<b>Due December 5th:</b> Submit Journal Entry 3 to HuskyCT under "Assignment Submission."
14	December 8th	Topic: Being in Comunidad and End of Semester Celebration	None	-

**Business Connections Learning Community  
UNIV 1810 FYE Course - Fall 2021  
Introduction to UConn and Business Practices**

**INSTRUCTOR, CLASS SCHEDULE & LOCATION INFORMATION**

**Section Z81** \_\_\_\_\_ Mon, 9:30 am – 10:45 am

**Room:** 3.17A

**FYE Mentor:** Namrata Kumar '24, [namrata.kumar@uconn.edu](mailto:namrata.kumar@uconn.edu)

**Section Z81** \_\_\_\_\_ Mon, 11:00 am – 12:15 pm

**Room:** 3.17A

**FYE Mentor:** Isabella Napoleon '24, [isabella.napoleon@uconn.edu](mailto:isabella.napoleon@uconn.edu)



**BUSINESS  
CONNECTIONS  
LEARNING COMMUNITY  
STAMFORD  
UConn**

**Co-Instructors:**

**Alison Lerman,** [alison.lerman@uconn.edu](mailto:alison.lerman@uconn.edu)

**Daniel Levy,** [daniel.levy@uconn.edu](mailto:daniel.levy@uconn.edu)

**OFFICE HOURS BY APPOINTMENT.**

**COURSE INFORMATION**

Welcome to the UConn School of Business FYE Course for Business Connections Learning Community (BCLC) Stamford students! This course, and the BCLC Stamford experience as a whole, has been designed to provide you with an unparalleled introduction, orientation and preparation to the study of business at UConn and to the world of business practice.

As 1st year students accepted into the School of Business and members of the BCLC Stamford, each of you will participate in one of the two sections listed above. This 1-credit course will help you in succeeding at the School of Business. This course will also provide you with fundamental business knowledge as you develop a plan to build your career.

**COURSE GOALS:**

- Make a positive academic, personal, and social adjustment to life at UConn.
- Get to know other BCLC Stamford students in order to learn together in a mutually supportive and positive community.
- Become aware of School of Business and campus resources and how to use them.
- Improve oral and written communication skills through class participation and writing assignments.
- Reinforce the importance of ethical decision making in one's personal and professional life.
- Develop time management, study, research and networking skills essential to your success at the School of Business.
- Strengthen your decision-making, problem-solving, teamwork and critical thinking skills.

**COURSE OBJECTIVES:**

Students will:

- Discuss and reflect upon current business practices, life at UConn and experiences in the Business Connections Learning Community.
- Develop skills in using University and School of Business resources, technologies, and support systems.
- Develop and document your personal goals for studying and succeeding at the School of Business and beyond.
- Develop essential professional skills.

**COURSE ASSIGNMENTS** (rubrics are available on HuskyCT):

<u>Category</u>	<u>Points/%</u>	<u>Details</u>
<b>Class Participation and Preparation</b>	<b>15 points</b>	Ask questions, interact in each class, enthusiastically participate, and complete pre-class activities
<b>Professional Headshot</b>	<b>5 points</b>	A professional headshot must be submitted ( <i>Schedule for photo sessions will post on HuskyCT</i> ) (due 10/11)
<b>Written Assignments</b>	<b>20 points</b>	Two papers ( <b>Typed, size 12 font, Times New Roman, 1 inch margins, double spaced in paragraph form, submitted on HuskyCT</b> ) are required on the following topics: <ul style="list-style-type: none"> <li>● <b>Essay #1 – 10 points:</b> Five concerns about being in college (due 9/13)</li> <li>● <b>Essay #2 – 10 points:</b> “What Would You Do?” Reflection (due 10/18)</li> </ul>
<b>LinkedIn and Resume Development Assignment</b>	<b>25 points</b>	Throughout the semester, develop your professional presence through your resume and LinkedIn profile: <ul style="list-style-type: none"> <li>● Virtual meeting with School of Business Undergraduate Career Development Office for resume review (<i>complete by 11/22</i>) – <b>5 points</b></li> <li>● Resume(<i>due 12/6</i>) – <b>10 points</b></li> <li>● LinkedIn profile (<i>due 12/6</i>) – <b>10 points</b>  <b>Minimum areas to include are:</b> <ul style="list-style-type: none"> <li>○ A professional photo</li> <li>○ Summary</li> <li>○ List of experiences</li> <li>○ Skills</li> <li>○ Education</li> <li>○ Join BCLC LinkedIn group (UConn Business Connections Learning Community)</li> <li>○ Connect with Instructor, Advisor, and FYE Mentor</li> </ul> </li> </ul>
<b>Outside Class Event Participation</b>	<b>35 points</b> – must submit event attendance form	<ul style="list-style-type: none"> <li>● Attend <b>Involvement Fair September 9th, 1-3pm</b> and meet with <i>at least five</i> clubs – <b>3 points</b> each for a total of <b>15 points</b>. Attendance slip must be signed by each club leader. Turn in completed form in class (due 9/13)</li> <li>● Attend <b>Networking Forum on November 15th, 6:00 pm</b> – <b>20 points</b></li> </ul>

**GRADE SCALE:**

<b>A</b> = 94 – 100% Points = (94 – 100)	<b>B</b> = 84 – 87% Points = (84 – 87.9)	<b>C</b> = 74 – 77% Points = (74 – 77.9)	<b>D</b> = 64 – 67% Points = (64 – 67.9)
<b>A-</b> = 91 – 93% Points = (91– 93.9)	<b>B-</b> = 81 – 83% Points = (80 – 83.9)	<b>C-</b> = 71 – 73% Points = (71 – 73.9)	<b>D-</b> = 61 – 63% Points = (61 – 63.9)

<b>B+</b> = 88 – 90% Points = (88 – 90.9)	<b>C+</b> = 78 – 80% Points = (78 – 79.9)	<b>D+</b> = 68 – 70% Points = (68 – 70.9)	<b>F</b> = 0 – 60% Points = (0 – 60.9)
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### LATE WORK

Generally speaking, for every day your work is submitted past the due date, the grade for that item is reduced by one letter grade.

### EMAIL AND HUSKYCT

We will frequently post important information and course materials online. You will need to check your email and HuskyCT, <http://lms.uconn.edu>, regularly in order to keep up.

### STUDENTS WITH DISABILITIES & REASONABLE ACCOMMODATION

Students who think that they may need special accommodations because of a disability are encouraged to meet with us privately early in the semester. If you have a documented disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD is located in Student Services, Room 201F and can be reached at (203)251-8508. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

### RELIGIOUS OBSERVANCE

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructors in writing within the **first three weeks** of the semester. Prior to the anticipated absence, take the initiative to work out with the instructors a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services at 203-251-8484.

## CLASS OUTLINE

Class Date	Description	Due in Class	Assigned
Aug 30 (1)	<b>Welcome and Orientation</b> – Review syllabus, icebreakers, and understanding the BCLC		<ul style="list-style-type: none"> <li>● Essay #1 on HuskyCT (<i>Due 9/13</i>)</li> <li>● Attend <b>Involvement Fair (9/9, 1-3pm)</b> and complete attendance sheet. (<i>Due 9/13</i>)</li> <li>● Mandatory semester events: Kick-off (9/8) and Networking Forum (11/15)</li> </ul>
Sep 6 (2)	<b>Labor Day</b> <b>No Class</b>		<b>BCLC KICK OFF THIS WEEK (9/8)</b>
Sep 13 (3)	<b>Prioritization Techniques</b> – Time management and discussion of concerns from essay #1	<ul style="list-style-type: none"> <li>● Essay #1</li> <li>● Completed involvement fair attendance sheet due in HuskyCT.</li> </ul>	
Sep 20 (4)	<b>Resume Development</b> – Presentation by School of Business Career Center on how to make a proper business resume  <i>Presenter:</i> Judy Stewart <i>Career Consultant</i> Business Career Development Office		<ul style="list-style-type: none"> <li>● Create resume draft</li> <li>● Schedule an appointment through Nexus with the School of Business Career Center to have resume critiqued (Appt no later than 11/22)</li> </ul>
Sep 27 (5)	<b>Professionalism in the Business World</b> - Learn how to properly present and market yourself in the business world		<ul style="list-style-type: none"> <li>● Headshot (<i>Due 10/11</i>) Photos will be taken by BCLC Staff - schedule will be posted</li> </ul>
Oct 4 (6)	UConn Police Department: <b>START a Conversation</b>  <i>Presenter:</i> Sergeant Justin Cheney & UConn PD		<ul style="list-style-type: none"> <li>● Essay #2 (<i>Due 10/18</i>)</li> <li>● Create a LinkedIn profile (Username and Password) and upload headshot</li> </ul>
Oct 11 (7)	<b>LinkedIn Development</b> - How to create a proper business LinkedIn profile and understand its importance  <i>Presenters:</i> Judy Stewart <i>Career Consultant</i> Business Career Development Office	<ul style="list-style-type: none"> <li>● Headshot uploaded to HuskyCT</li> <li>● LinkedIn Profile Created (Username, password, and headshot uploaded)</li> </ul>	<ul style="list-style-type: none"> <li>● Complete LinkedIn profile based on checklist (<i>Final LinkedIn profile link must be posted on HuskyCT by 12/6</i>)</li> </ul>



Oct 18 (8)	<b>Networking Skills Development</b> – Learn how to professionally network yourself and create prominent business relationships.	<ul style="list-style-type: none"> <li>● Essay #2 - “What Would You Do?” Paper</li> </ul>	
Oct 25 (9)	<b>OPEN - FYE Mentor Led</b>		
Nov 1 (10)	<b>Dining Etiquette</b> – Learn how to professionally dine and converse in the business world  <i>Presenter:</i> Karina Malek <i>Department Head of Hospitality, Tourism and Guest Services</i> JM Wright Technical High School		
Nov 8 (11)	<b>Innovation and Entrepreneurship</b> - Workshop on innovation and using creativity in the business world		
Nov 15 (12)	<b>Violence Against Women Prevention Program</b>  <i>Presenter:</i> Women’s Center		Reminder: Networking Skills Forum tonight at 6:00pm
Nov 22 (13)	<b>Thanksgiving Break</b> <b>No Class- Happy Thanksgiving!</b>	<ul style="list-style-type: none"> <li>● Have met with School of Business Career Center to have resume critiqued</li> </ul>	
Nov 29 (14)	<b>Globalization</b> - Understanding the importance of business across the globe and introduction to study abroad		
Dec 6 (15)	<b>Bringing it all Together</b> – Learn how UNIV 1810 will help your business career  <i>*Please note, there is no final examination for this course.</i>	<ul style="list-style-type: none"> <li>● Final Resume (Submitted on HuskyCT)</li> <li>● Link of final LinkedIn profile posted on HuskyCT</li> </ul>	

**\*\*\*\*We reserve the right to alter this syllabus.  
However, if we do we will give you ample notice. \*\*\*\***

## **IMPORTANT UNIVERSITY POLICY STATEMENTS:**

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.