LDR 2210: PARTNERS PROMISE SCHOLARS 101

SYLLABUS

COURSE INFORMATION

* **Course Hours:** Tuesdays 3:05-4:20 PM
* **Course Meeting Location:** GME 3500
* **Credit Hours:** 1 hour
* **Prerequisites:**Partners Promise Scholarship Recipients Only

# COURSE DESCRIPTION

# Partners Promise Scholars 101 is a course specifically designed for recipients of the Partners Promise Scholarship. Through this course, students will discover the resources (academic, co-curricular, community) available to them on campus to facilitate a successful transition Florida State University. Additionally, students will

# COURSE INSTRUCTOR

Instructor Name: Sierra R. Turner, PhD

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# GRADUATE ASSISTANT

Name: Ta’lia Gordan

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Office: GME 3102

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Office Hours: TBD

LAND ACKNOWLEDGEMENT

Truth and acknowledgment are critical first steps to building bridges of mutual respect and connection across heritage and difference. We begin this effort, to acknowledge what has been historically ignored, by honoring the truth – we are on land that encompasses over a thousand years of rich culture and history that still rings true today.

The physical place where we are gathered today, the land on which Florida State University resides, is on the ancestral lands of the APPALACHEE, the CREEK, the MICCOSUKEE, the MUSKOGEAN, and the SEMINOLE people. The first peoples to inhabit the land we now call Florida. We pay respect to their elders past and present.

**Please take a moment to consider the many legacies of violence, displacement, forced migration, and settlement, and appropriation that took place, resulting in our presence here today.**

The Division of Student Affairs believes that this Land Acknowledgment serves as a crucial step in highlighting an indigenous history that is ever present and should not be forgotten. We are called to action to fully understand the history and culture of all indigenous peoples, specifically the APPALACHEE, CREEK, MUSKOGEAN, MICCOSUKEE, and SEMINOLE people. We encourage everyone in this space to engage in learning more about these tribes, reflecting on the ways in which we occupy land not ours, seeking out indigenous literature to enhance our understanding and increase our knowledge. May we continue to acknowledge and appreciate the native peoples who once called this land home.

# LEARNING OBJECTIVES

At the completion of this course, students will be able to:

* Identify campus resources that will be instrumental in their successful transition to Florida State University;
* Identify opportunities to service, leadership, and engagement;
* Better understand the personal, professional, and academic skills needed to thrive in college;
* Build community through connecting with other students, faculty, staff and administrators on campus; and
* Better understand who they.

COURSE MATERIALS

The following materials are **required** for this course:

* All reading materials will be available via Canvas.
* Access to your Office 365 Account and OneDrive.
* Access to a computer, laptop, tablet, or smartphone with a camera for various assignments.

Technology Requirements:

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the [FSU Canvas support site](http://support.canvas.fsu.edu/).

Canvas Support:

Need help with Canvas? Contact FSU Canvas Support:

**Email:** [canvas@fsu.edu](mailto:canvas@fsu.edu)

**Phone:** (850) 644-8004

**Website:** [support.canvas.fsu.edu](http://support.canvas.fsu.edu/)

**Hours:** 8am to 5pm, Monday – Friday

STUDENT RESPONSIBILITIES

* Students should log on to Canvas **daily** to check for course updates.
* Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
* Assignments, quizzes, and exams are expected to be products of individual students per the [FSU Academic Honor Policy](https://registrar.fsu.edu/bulletin/undergraduate/information/integrity/).
* Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
* To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
* To be successful in this course, students need to complete all required assignments and tests.
* Be sure to keep the following in mind when posting online and/or sending emails:
  + **For Discussions:**
    - Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
    - Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
    - Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
    - Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members’ ideas through careful explanation of why.
    - When replying, give a brief description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.
  + **For Email Communication:**
    - For email, please respond to your instructor’s and peers’ messages within a 24-hour period.
    - Use a brief description in the subject line that outlines the topic of discussion.
    - Avoid using slang or profane words.
    - Use your instructor’s correct title he or she prefers for communication.
    - Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
    - Sign your email messages using your full name.
    - AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
    - Use correct spelling, grammar, and punctuation, just as you would for any communication.
    - Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
    - Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Do not assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it is in print (electronic or not).
    - Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
    - Treat others with respect by making messages clear and succinct.

# GRADING SCHEME:

The following grading scheme will be used in this class:

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  |  |
| **Grade** | **Range** | **Grade** | **Range** |
| A | 100% to 93% | D+ | < 70% to 67% |
| A- | < 93% to 90% | D | < 67% to 63% |
| B+ | < 90% to 87% | D- | < 63% to 60% |
| B | < 87% to 83% | F | < 60% to 0% |
| B- | < 83% to 80% |  |  |
| C+ | < 80% to 77% |  |  |
| C | < 77% to 73% |  |  |
| C- | < 73% to 70% |  |  |

The composition of the final grade is as follows:

Discussions (Online and Flipgrid) and In-Class Activities 10%

Reflection Journal 10%

Engagement Opportunities 15%

Participation and Attendance 15%

“I Am….” Project 50%

# ASSIGNMENTS

Discussions (Canvas, Flipgrid and In-Class): Throughout the semester you will complete a variety of assignments both in class and outside of class to help us constantly engage with the course materials and with each other.

The specific instructions and due dates for each assignment will be provided via Canvas for the online discussions and Flipgrid assignments.

Because we will probably be discussing issues that are new or different, each student will be required to keep a reflection journal that will allow them to explore in greater detail assigned materials and class discussions. **Students are expected to write at least ONE journal entry each week but may write more.** The reflection journal may be less formal than other written assignments that will be turned in, but they should demonstrate how the student is engaging with the course materials.

If you are struggling, this is the space to explore that. If you are confused, write about your confusion, and then let us sit down and walk through it. This is your journal, write whatever you would like but make sure it shows a connection between course materials and your personal reaction(s) to them.

**Remember, Ta’lia and I are the ONLY person that are going to read these journals.**

Please keep the following in mind as you prepare your journals:

-Reflection journal entries will need to be submitted via Canvas.

-No emailed entries will be accepted.

-There is no minimum page number or word count for journal entries BUT you need to make sure that each entry demonstrates to me how you are engaging with course materials. In other words, a response of 1-2 paragraphs is not going to cut it.

-Although these are somewhat “informal” writing assignments, please be sure to spell words correctly. I have no problem with slang, cuss words, etc. but just be sure you spell it correctly. Also, this is not a grammar class so I will not be focusing on grammar but try and be as grammatically correct as you possibly can.

-Journals will be turned in on the following dates:

* August 31, 2022 (1 entry = 20 points total)
* September 30, 2021 (4 entries = 80 points total)
* October 28, 2021 (4 entries = 80 points total)
* November 18, 2021 (3 entries = 60 points total)
* December 9, 2021 (3 entries = 60 points total)

Engagement Opportunities: As part of the Partners Scholars Programs, scholars are expected to complete at least 15 hours of engagement activities each semester. At least 10 of the hours required will need be dedicated to community engagement/service; the remaining hours will be focused on engaging with on-campus cultural activities and/or student engagement opportunities.

Attendance and Participation: “All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the Faculty Handbook. semester.” (Copied from the [FSU Undergraduate Bulletin](https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/))

The specific regulations for this class are:

A)  All students are **EXPECTED** to attend **ALL** classes.

B) Students missing class for official university business (athletics, etc.) will not be penalized for their absence from class if they provide the instructor with adequate documentation; **HOWEVER**, you must arrange in advance to make up work. At that time, a date will be set to complete missed work. If arrangements are not made in advance, the instructor is under no obligation to allow the student to make up missed work.

C)  You may be absent two days, whether excused or unexcused, without penalty.  All non-school-related absences will result in the loss of one point from the final grade.  For example, let us say that student X achieves a final percentage for the course of .91, but that student X has 2 absences (none for official university business).  The percentage is reduced to .89 and the grade goes from an A to a B.

D)  If you are absent from class for an excused reason (other than official university business), you may make up work from that day.  Excused absences include doctor’s appointments, other medical emergencies, family events such as weddings and funerals, job interviews, and other important scheduled events.  They do not include sleeping in, broken alarm clocks, undocumented “car trouble,” leaving early for holidays and weekends, or general social reasons. IN ORDER FOR AN ABSENCE TO BE EXCUSED, YOU MUST CONTACT ME PRIOR TO CLASS, AND GIVE ME PROPER DOCUMENTATION WHEN YOU COME BACK TO SCHOOL.  You may contact me by phone, email, or in person.

E)  Tardies – Arriving more than 10 minutes late equals a one-half unexcused absence; in other words, if you attend class every day, but have arrived more than ten minutes late twice, you will be credited will one absence at the end of the semester.  At the end of the semester, remaining one-half absences will be rounded down.  Students who miss a quiz, exam, or other graded exercise due to tardiness cannot make it up.  Students who arrive after a quiz, exam, or other graded exercise has begun will not be permitted to participate if a significant number of students have already completed or have nearly completed the exercise in question.

***Criteria for Evaluating Daily Participation***

*Absent –* 0 Points

*Poor-*1 Point

*Below Average-* 2 Points

*Average-* 3 Points

*Above Average-* 4 Points

*Excellent-* 5 Points

“I Am….” Project: At the end of the semester, students will be expected to turn in the following assignments as part of their final project:

Identity Quilt: “The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn form overused others are carted out for display, company, or special occasions; but we each own one” (Milo, 1995).

For this assignment, students will use everyday objects (e.g., magazine cut-outs, photos) to create a quilt that represents the most salient aspects of their identity (e.g., race/ethnicity, gender, sexual orientation), who they are working to become and their experiences at Florida State University. (150 points total)

Identity Quilt Presentation: At the end of the semester, each student will present their Identity Quilt to the rest of the class. Each student will have 2-4 minutes to briefly describe their quilt, why they chose the everyday objects selected and what they learned about themselves over the semester as they completed the quilt. (50 points total)

“I Am….” Paper-Understanding Myself: The purpose of this paper is to reflect on the who they are and where they want to go. As incoming college students, it is important to have a good understanding of how our emotions, behaviors, beliefs, and/or relationships pose strengths and challenges for us and how they will help us navigate university life. This paper should be conceptualized into three sections:

1) In the first section of the paper (at least 3 pages), students should reflect on who they are, because understanding one’s identity is important to understanding how we see the world around us. In particular, this section of the paper should focus on exploring the cultural identity of each student. Students should select at least 2 of the following topics to explore in this section:

* ***Discuss your birth and family of origin.*** Who are your family members? Talk about the cultural history of your parents, grandparents, and if significant, your great-grandparents. Where are they from? What is the primary language, race, religion, etc. of your origin?

* ***Describe your upbringing.*** Where did you grow up? Where did you go to school? When did you learn to read/write? What do you remember about the neighborhood(s) in which you lived? What ethnic groups resided therein? Was there a predominant group? What do your recall about your neighborhood: focus regarding attitudes about those who were “different” from you? What was the talk at the dinner table? In what ways has your culture been taught to you? Were there any teachings that may influence how you feel about any group outside your own?

* ***Describe in rich detail a cultural memory.*** That is recount a clear picture of an incident you had with another individual of a different race, ethnic, linguistic, gender, sexual orientation, class, and/or religious group that stands out in your mind. This can be either a positive or negative memory. What did you learn about yourself/this group through revisiting that memory?

* ***Discuss your family culture in terms of values, beliefs, and goals about life success/failure that you have learned.*** What are some verbal and non-verbal communication skills you have learned from your family? How has your cultural background affected your present beliefs about yourself and others? How would you define success? Talk about how your cultural background has shaped your views about race, class, gender, ability, and sexuality? What messages did you receive about these topics growing up, and what are your current beliefs? How has your culture helped or hindered you in your growth and learning?

* ***Describe you now.*** What social identity groups do you belong to? How would you describe your style? What is your career goal? What was the most important/saddest/happiest moment of your life? What objects or artifacts are or have been important to you? Discuss your attitudes, feelings, and beliefs about different social identity groups. Discuss how this influence who you are and where you need to direct your own learning and self-growth. Indicate how the material in this class will or has assisted you in seeing how the reflections above have shaped who you are, what you believe, and what you must now do to grow beyond where you ‘personally reside.’

2) The next section (at least 3 pages) should provide an explanation about your motivations for attending college. In this section, you should demonstrate significant understanding and reflection as opposed to merely listing reasons why you wanted to attend college. In other words, simply stating that you want to help people, while commendable, is not the purpose of this section. Instead, focus on exploring what obtaining a college degree means to you and how you feel it will help you in the future.

3) Finally, the last section (at least 2 pages) should address what you have learned about yourself this semester and what conclusions you have made (so far) about your decision to attend college and what that looks like specifically at Florida State University.

Overall, your Social Justice Paper should be at least 8 pages, double-spaced with 12 pt. Times New Roman font. Citations should be in [APA](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) format.

**Statement on Late Work:** No late work will be accepted! All deadlines for course materials are clearly listed in Canvas, please be sure to stay on top of your course materials.

**Statement on Missed Assignments:** If you miss an assignment, you will automatically be given a 0 for the assignment. With proper documentation, assignments can made up **within 3 days** of the missed assignment.

UNIVERSITY POLICIES

**University Attendance Policy**: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy**: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (For more details see the [FSU Academic Honor Policy](https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy) and procedures for addressing alleged violations.)

**Americans with Disabilities Act**: Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

* (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
* (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
* (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until proper verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:

Office of Accessibility Services (*Tallahassee Campus*)  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[oas@fsu.edu](mailto:oas@fsu.edu)https://dsst.fsu.edu/oas

Office of Student Affairs  
4750 Collegiate Drive  
2nd Floor Barron Building (Room 215)

Florida State University Panama City  
Panama City, FL 32405  
(850) 770-2172 (office)  
(866) 693-7872 (toll free)

Email: [sds@pc.fsu.edu](mailto:sds@pc.fsu.edu)<https://pc.fsu.edu/students/student-disability-services>

**Free Tutoring from FSU**: On-campus tutoring and writing assistance are available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see the Academic Center for Excellence (ACE) Tutoring Services' [website](https://ace.fsu.edu/) or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Confidential Campus Resources**: Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

University Counseling Center  
Askew Student Life Center, 2nd floor

942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

COURSE SUMMARY

**Syllabus Change Policy**: "Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

**Course Summary**: All course assignments and texts with due dates are listed below. To be successful in this course, be sure to complete all required assignments and tests by the due date.

|  |  |  |
| --- | --- | --- |
| ***Week*** | ***Topic(s)*** | **Readings and Assignments** |
| **1**  August 22-26 | Course Overview, Introductions and Time Management | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| ***2***  August 29-September 2 | The Complexity of Identity | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| ***3***  September 5-9 | Exploring Learning Styles and Tutoring Services | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **4**  September 12-16 | Culture and Socialization | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **5**  September 19-23 | Note and Test Taking Strategies | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |

|  |  |  |
| --- | --- | --- |
| **6**  September 26-30 | Intersectionality | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **7**  October 3-7 | Library Resources and CRI | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **8**  October 10-14 | Academic Writing 101 | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **9**  October 17-21 | Stress Management and Self-Care | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **10**  October 24-28 | Advocacy | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **11**  October 31-Novemeber 4 | Healthy Relationships | Spring Break |
| **12**  November 7-11 | Allyship | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **13**  November 14-18 | Community Engagement and Leadership | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **14**  November 21-25 | Goal Setting and Problem Solving | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **15**  November 28-December 2 | Career Center Resources | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |
| **16**  December 5-9 | Final Exam Week  “I Am…” Quilt Presentations | **Readings**:  See readings in Canvas  **Assignments**:  See course calendar in Canvas |