Football inks 18 new recruits – 17 from Florida

FIUSM SPORTS STAFF

All across the nation ink was hitting paper as high school prospects made their official decision on where to play college football.

On Feb. 6, National Signing Day hovered over the college football landscape as 18 high school seniors made the pledge to become Panthers.

Newly hired Head Coach Ron Turner’s first recruiting class while at the helm for FIU features a plethora of in-state products as 17 of the 18 players that signed their letter of intents were from Florida.

The lone out-of-state player was Israel Paopao, a 6-foot-1, 230-pound quarterback from Oceanside, Calif.

Turner hosted a signing day press conference to share some insight on the 2013 class while at the helm for FIU.

Flaig has the distinction of being one of the few players who can start in the 2013 season as a long snapper.

Turner also highlighted student-athlete Silas Spearman III, a running back out of Seminole Ridge High School in Loxahatchee, Fla. According to Turner, Spearman is considered a sleeper as a part the 2013 class as he went unnoticed until about two weeks ago when Turner caught a glimpse of his highlight tape and gave Spearman an offer to become a Panther.

“I watched his tape and he’s one of those [players] that it didn’t take me a lot of plays to realize that he’s good… I was surprised that kind of talent could go overlooked,” Turner said.

From 8 a.m. to the late afternoon, all around South Florida football players faxed their letters of intent to FIU. Hines was also sought after by South Alabama and Louisiana-Lafayette.

“I knew when I went back for my second visit why I committed so quickly,” Guest said.

Guest said.

He was nervous at first when he found out former Head Coach Mario Cristobal had been fired. Turner, however, decided to stay with the two-star recruit, according to Rivals.com.

“I knew when I went back for my second visit why I committed so quickly,” Guest said.

“Coach [Turner] said he was excited to have me on the team.”

Turner runs a 4-3 defense, which Guest is familiar with.

“Jordan can adapt to any defense,” Columbus football coach Chris Merritt said. “At FIU he will be a will backer, which means he’ll be playing the weak side.”

Guest is originally from Boulder, Colorado. When he moved to Miami in sixth grade, he inherited the nick-name “Denver” to distinguish him from another Jordan on his Pop Warner team.

“The name stuck ever since,” Guest said.

Leslie Poiris, Guest’s mother, is proud of her son.

E-books offer students more than just text

JESSICA MESZAROS
Contributing Writer

University students are taking part in an overall gravitation towards e-books on college campuses. According to Meaghan Connolly, manager of the Modesto Maid Campus bookstore, digital textbook sales went up 462 units sold in this year, which is a 54 percent increase from the 2025 units sold in the year 2012; while physical textbook purchases remained the same.

E-books represent a small percentage of student purchases,” Connolly said.”But one that is growing significantly.”

She noted that as more content becomes available in digital formats, students will continue to test the new technologies to decipher which system makes the most sense for them.

In 2010, Barnes and Noble launched NOOK Study, a free downloadable software application that provides students with access to over 3 million titles on their NOOK e-book.

The app can offer students savings of up to 60 percent off of the new textbook price, according to Connolly. Students also get added features, such as the digital library search and course content organizer.

Jennifer Llanos, a junior majoring in dietetics, uses a NOOK for her Nutrition Counseling course. She said that she enjoys the freedom of writing and erasing notes on her NOOK e-book.

“There are certain things you can do with an e-book that you can’t do with a textbook. If you highlight a textbook, you damage [it] forever,” Llanos said.

Barnes and Noble is not the only company putting forth efforts to advance the textbook experience.

According to Angela Pontarolo, communications and social media manager for Chegg, one in four of Chegg’s e-book Reader sessions was on a cell phone in 2011.

Chegg is an online based company that specializes in textbook rentals and purchases. They offer physical and digital textbook copies to students.

“Physical textbook purchases and rentals still reign supreme in the market, but there’s a growing fascination and desire to use e-books on platforms like Chegg’s HTML5 e-book Reader,” Pontarolo said.

Students can access the e-book Reader on any connected device. Pontarolo added that students are now utilizing Chegg’s online study tools, like the homework help service and the iOBS Textbooks Solutions app.

Lauren Arnold, a senior psychology major, uses two e-books on Chegg. She said that she finds their homework help service useful.

“It’s definitely easier to get in touch with people on [Chegg] than it is here some-times,” said Arnold.

NOOKs, tablets, laptops and cellphones allow for students to access their required college readings through a variety of new mediums.

Rahiq Noor, a sophomore majoring in sports management, prefers e-books because of fewer books to carry around campus. Noor uses his laptop to read an e-book for his Spanish lab course.

“It’s easier to find stuff. You can just [hit] ‘CTRL F’ and then find everything,” Noor said.

The key word seems to be “conve-nience” for students.

Freshman biology major, Sara Neuman said that e-books are convenient, but it “feels really different.”

“I’m used to having a textbook that I can touch and learn from,” she said. “It’s your companion [that] you get to write in and highlight things.”

Neuman currently uses a calculus e-book on her tablet, but wishes to have an actual textbook to flip back and easily locate the solutions. She said her tablet is not all that user friendly for turning pages.
Advising shows growth in graduation rate

ALYSSA ELSO
Contributing Writer

Students are starting to take advantage of the resources that are available to them and it shows in graduation rates.

From summer semester 2011 to summer semester 2012, the University’s graduation rate has increased from 41.6 percent to 47.4 percent.

The Graduation Success Initiative, a program which helps students stay in school and graduate, has improved the graduation rate since its creation in early 2012. This improvement comes as a result of the new advising tools available to students.

The tools include MyMajorMatch, which matches a student’s interests with FIU majors to give them the opportunity to explore possible career paths; MajorMaps, a guide that is divided by semester and contains courses required for students to take; and My_eAdvisor, which provides advisors and students with immediate feedback on their academic progress.

Freshmen and transfer students enrolled in summer or fall 2012 semesters are the first students to take advantage of these new advising tools.

To figure out what methods will best increase graduation rates, the Office of Retention & Graduation Success began by looking at the fall 2005 cohort, a group of students who enrolled at the university at the same time, and tracking them throughout 6 years to the summer of 2011, where the graduation rate was 41.6 percent.

Once advisors had contacted and met with seniors who were approaching graduation, they followed the fall 2006 cohort through the summer of 2012 where the graduation rate had risen to 47.4 percent in one year.

“We surveyed students and they thought it was useful,” said Consuelo Boronat, director of the Office of Retention & Graduation Success. “If we can help students figure out what majors they like early there is less struggling, and they take the right classes for their interests.”

Advisers have also reported to the Office of Retention & Graduation Success that they have received more student visits and increased communication through My_eAdvisor.

In improving the graduation rate among current seniors, advisors are contacting students who have reached 110 credits or more and are between their fourth and sixth year to guide them on the track to graduation.

“Retention Repository is a list of students who are on track to graduate that we send out to advisors and deans. From this list, advisors contact students to fix any problems that have delayed them from graduation,” said Boronat.

According to Boronat, preliminary data has shown that 94 percent of students who enrolled in the past summer and fall 2012 semesters registered for spring 2013 semester, and 82 percent of students who enrolled in fall 2011 returned the following year.

This year’s achievement is still not

Some students who were already eligible to graduate didn’t even know it and their advisor helped them fill out an application for graduation.

Consuelo Boronat
Director
Office of Retention & Graduation Success

Ebook sales going through the roof

TEXTBOOKS, PAGE 1

“At least for colleges, I’m seeing [the] move towards e-books. Even my friends who ended up buying a textbook-they all prefer to have e-books. Even my friends seeing [the] move towards e-books going through the roof.

Neuman said. Journalism and Mass Communication professor Moses Shumow said that e-books have a lot of room for improvement.

“I haven’t seen a lot of e-books yet that are really multimedia in their core- that embed videos, that embed photos, that embed interactive graphics that can lead to a richer learning environment,” said Shumow.

He said that he sees promise in the idea, but that there are many kinks needing to be worked out. Shumow said, “I would guess that in the next 10 years we’ll see increasing use of tablets in the classroom rather than printed books.”

-ebook@fiusm.com
Speaking out: retaliation against rape

ISAAC ORTIZ
Contributing Writer

An unpleasant event occurred on December 16 in New Delhi, India. A 23-year-old woman was brutally beaten and raped by five men. She died later due to her severe injuries.

Now, the women of India are protesting against rape violence and trying to get the attention of the media. But is there a message getting across?

Women have gone generations keeping quiet about violence like this.

A similar rape case surfaced recently in Sri Lanka and this has given me, and hopefully the world, a wake-up call.

Dr. Yesim Darici, the director of women studies at the University, has a strong opinion on the subject.

“Women have gone unseen with these events for generations,” she said.

Many believe it’s because culture forces these women to stay quiet. But for Dr. Darici, “it’s no culture” to allow women this pain.

I personally agree. No person should have to go through the suffering and injustice. And we, as citizens of this world, as human beings, should be doing about what’s going on here and question the root of this problem.

Somehow, some men feel that the incident wasn’t enough emphasis, or even instituting, the proper punishments when these crimes occur in order to leave the victims vulnerable and unprotected.

Women aren’t there, there aren’t strings attached to them that you just pull and maneuver whichever way you want. And there are certainly consequences when they are treated as such.

The rapes that have happened in New Delhi and in Sri Lanka also give voice to the few men that have the balls to say what is right.

Darici states that only two good things came of this: men became aware that there were other people who were speaking out about their violence against women.

Ten years ago, we wouldn’t have heard anything about this, but now the web keeps us informed and everyone and everything connected. It’s helped the victims develop a voice—not just locally but internationally.

One Billion Rising is a movement against violence on women. The organization began as a call to action based on the staggering statistic that 1 in 3 women on the planet will be beaten or raped in her lifetime.

In Florida the reported statistic is 1 in 6.

On Febr. 14, 2013, the V-Day organization will be celebrating its 15th anniversary and will celebrate it with the world’s largest global event, One Billion Rising. The V-Day organization is a global movement that strives to end violence against women and girls. OBR is an invitation for one billion women and those who love them to walk out, dance, rise up, and demand an end to this violence.

FIU, Miami, and its surrounding communities will be joining millions of activists in over 170 countries. They will rise and dance across borders to bring attention to this violence.

On that day we will be dancing with millions, or billions, worldwide to demand an end to this violence.

The event is scheduled from 9 a.m.-2 p.m. and will take place between the Blue & Gold parking garages. Join this movement to honor the women in New Delhi, Sri Lanka and worldwide to bring awareness internationally.

What: One Billion Rising @ FIU
Where: between the Blue & Gold parking garages
When: Feb. 14 from 9 a.m. to 2 p.m.
For more info visit: onebillionrising.org

Some education on classroom etiquette

DIANA ANAYA
Contributing Writer

The more I look around, the more I notice a growing level of disrespect in my classes. People coming in 30 minutes late in a 50 minute course, always seated coming in 30 minutes late in a class as we watch the student shambling to their seat, pulling out pen and paper for mere appearances – they’re not going taking notes.

In the front row the teacher is saying slow down, their thought process; whatever they are doing, their eyes are on what’s happening in smaller classrooms too, with students shopping on Amazon or texting their friends while sitting in the front row, the teacher watching them flagrantly ignore the lecture.

And it’s not just disrespect towards the professors; it’s disrespect to the students, the ones that show up on time and care about their courses.

Besides having the gall to ask for notes, there are some students that come in late, or completely, and don’t have a problem with it. I always have my lunch in class, but for some things you’ve just got to wait until the class is over.

And the eating during class – use some common sense. Most professors, in my experience, don’t have a problem with it if you are hungry you are; I do not want to smell your Subway sandwich or heated up rice and beans. Also, if you’re eating chips if the crinkling of your potato chip bag and chewing of the chips is too loud, it probably wouldn’t have heard anything about this, but now the web keeps us informed and everyone and everything connected. It’s helped the victims develop a voice—not just locally but internationally.

The amount of ignorance that have ticked me off, I feel that recently, classroom behavior that have ticked me off, things I’ve seen in students could borrow their notes.

50 minute course, always seated watching them flagrantly ignore the lecture.

As the more I look around, the more I notice a growing level of disrespect in my classes. People coming in 30 minutes late in a 50 minute course, always seated coming in 30 minutes late in a class as we watch the student shambling to their seat, pulling out pen and paper for mere appearances – they’re not going taking notes.

So if this is you, if you frequently participate in any of these activities, a word of advice: get your life figured out or quit coming to class.

College may be fun and games to you, but the students that take it seriously view this as the path to a career and future success. Or, at the very least, make yourself as inconspicuous as possible; engage in all your disrespectful behavior in perfect silence – in short, be invisible.

And if you’re the student who shows up to every class on time and participates or takes notes, don’t be afraid to throw a dirty look at these culprits. They deserve it.

Send us your letters

Have something on your mind? Send your thoughts (400 words maximum) to opinion@fiusm.com or drop by our offices at either GC 210 or WUC 124. With your letter, be sure to include your name, major, year, and copy of your student ID. The Beacon will only run one letter a month from any individual.

Disclaimer

The opinions presented within this page do not represent the views of The Beacon. Editorial Board’s views are separate from editors and reflect individual perspectives of contributing writers and/or members of the University community.

Editorial Policy

Editors are the unvaried voice of the editorial board, which is composed of the editor in chief, management, and the editor of each of the five sections. The Beacon welcomes all letters regarding or in response to its editorials. Send them to opinion@fiusm.com.
Quail experiments bring new insights to prenatal care

VICTORIA RIVERA
Staff Writer

The importance of a baby’s environment before birth reaches way beyond the womb. Researchers at the University of Miami’s Developmental Psychobiology Lab have made several discoveries that show the tremendous impact of an unborn baby’s prenatal environment even after conception.

The lab, which is funded by the National Science Foundation, focuses on prenatal origin on infant perceptual and social development through the animal model of a bobwhite quail.

“We can provide the [quails] with stimulation that we can’t do with humans...and they are precocial animals, [which means] at hatch, they can take care of themselves,” said Jimena Valliant, Ph.D. graduate in lifespan developmental psychology and the lab manager of the Developmental Psychobiology Lab.

Some of these simulations include light, sound, increase or decrease in heartbeat, vibration of the egg, elevation of the female hormone progesterone, a hormone essential to the health of a woman’s uterus. The lab observes how these stimulations affect their learning and memory processing.

Joshua Herrington, a Ph.D. student in lifespan developmental psychology and a researcher in the Developmental Psychobiology Lab, said, “[When we research] behavior, quails are great because you can give them one experimental manipulation and follow them across development...and see how that exposure has affected them once they’re born.”

For example, through the elevation of the hormone progesterone to a pregnant bobwhite quail while she is forming her eggs, Herrington found that mothers have the ability to program their babies with information about their environment before they are even born, a phenomenon called fetal programming.

Almost 500,000 infants, which is one out of every eight babies, are born prematurely in the United States, according to the Center of Disease Control and Prevention. After they are born, they are exposed to more light and sound and, since they are injected with tubes, they experience less movement and less touch with their mother.

By exposing the newborn quails to a similar environment and observing the results of that exposure, the lab’s research on prenatal and postnatal development is changing the way hospitals treat premature infants.

The Developmental Psychobiology Lab is currently working with Harvard Medical School and Brigham's Hospital School in Boston, Massachusetts to improve the treatment of premature infants by decreasing the sound of the monitors and exposure to excess light.

Their research has started “kangaroo care,” a sling device that promotes more movement for premature infants. One of the parents can hold the child while sitting in a rocking chair, which imitates the movement that is beneficial to infants.

“The [goal] is to recreate what it’s like inside the womb... in order promote better development,” said Robert Lickliter, psychology professor and principal investigator of the Developmental Psychobiological Lab.

Lickliter’s lab has exposed the bobwhite quail eggs to their mother’s chirping, and they found that the quails prefer the sound of their mother’s chirping over an unfamiliar sound even after they are born.

Through the use of the quails as a model, these results can be applied to the development of human babies.

Along with making new discoveries in early life span development, the Developmental Psychobiological Lab is also preventing the bobwhite quail, an indigenous species in North America, from becoming extinct.

The lab receives 200 quail eggs per week from a commercial hatchery in Georgia. After conducting research with the quails, the researchers give them away to local landowners who raise them and let them go into the wild instead of euthanizing them.

“We feel good about it because we’re not making any manipulations that are evasive or that affect their health...and so, there’s now more quail in Florida,” said Lickliter.

FLU Developmental Psychobiology Lab focuses on prenatal origin on infant perceptual and social development through the animal model of a bobwhite quail.

Wolfsonian to use awarded grant for online material

NATALIE MONTAÑER
Contributing Writer

The Wolfsonian-FIU brings both a library and museum to the Art Deco District of Miami Beach, as well as a research center. On Dec. 3, the Wolfsonian received a $5 million grant from the John S. and James L. Knight Foundation that will allow them to propel their visions for the future forward.

The grant will not be received all at once, but will be awarded over a five-year period where the Wolfsonian will be able to allocate it accordingly and kick start extensive online resources that can be accessed globally.

The vital portion of the Wolfsonian’s five-year plan will come to life with the vast amount of online material it hopes to make available via the world wide web, in turn allowing their collection to be used and reached by a wider audience.

“A chunk of that initiative will be to provide the public with access to the collection in an online space,” said Cathy Leff, director of the Wolfsonian. “You know, we have such an extraordinary collection and we want to be able to allow people to pull from it and use it in ways to support their own interests, their own research, and their own enjoyment.”

Providing anyone with Internet access the ability to view their collection will allow the Wolfsonian to globally inspire and further spread its mission statement, which in part states “it encourages people to see the world in new ways.”

“Not everybody knows the range of the collection and one goal is to really provide greater online access to it so it can be used and it can serve communities not based on geography but based on interest and how people want to work on it on their own terms and in their own ways,” Leff said.

Leff says the online gallery is more ‘look and don’t touch’ because they don’t know what rights they have to give away.

“People can see parts of our collection online but if they want to pull from it and use it for their own work,” Leff said. “We still have a chunk of work to do to understand what we can release in order to allow people to do that. Some of the Knight money will be used to really allow us to put our collection out there so people can not only see it online but can pull from it and use it.”

So in short, the Wolfsonian’s main goal with the grant money will be to expand its online resources as greatly and thoroughly as possible, providing art enthusiasts with the most access to its collection as legally possible.

The Wolfsonian is also working on preliminary plans that will involve the physical, tangible collections and the other real estate they own, such as a Wolfsonian-owned lot, to the north of the museum, that is currently rented out to retailers. To benefit the art community and best utilize their lots, there will be talk on how to use the grant money towards these locations and facilities.

The Wolfsonian-FIU is open daily -- except Wednesdays -- from noon to 6 p.m. and Fridays from noon-9 p.m. and is located at 1001 Washington Ave. in Miami Beach.
The connection between the body and the mind and the practice of moving and meditating is a crucial aspect of yoga. When I began teaching yoga as an elective, I researched the practice and how it could be integrated into courses. The seminar, titled, “Yoga and the Art of Meditation” empowers students to take the leap and were very committed to the experience, Seidel said. Most of the students had taken yoga but they weren’t immersed in it, however, they took the leap and were very committed to the experience,” Seidel said.

When study abroad is offered again during the Spring semester next year, Seidel will adjust the course content to better prepare students for the upcoming experience. “We will have an orientation and meet a number of times to give them the proper preparation because the more I can prepare them, the more they will know,” Seidel said.

In the future, as the class continues to thrive and change, Seidel will continue to adjust and evolve it. “I’ve been challenged in new ways and deepened my own knowledge because the students are committed and engaged. I’ve changed and grown and learned something new from every one of them.”

Seidel said. The seminar, titled, “Teaching Spanish for Business: A Global Approach” has allowed Watson to establish contacts throughout the United States, Spain, Panama, China, Peru, and has also placed the University on the map.

“My involvement has brought me closer to the University and resulted in opportunities to recruit top level graduate students for the PhD in Spanish program and to develop programs such as the possible BA in Spanish with Qingshao University, a program that I have been working on for the last seven years,” said Watson.

Almost two decades ago, Watson began directing the summer study abroad program in Salamanca, Spain. Here she organized a volunteer program for students, where they taught English as a second language to children in Salamanca’s day camps. As a result, University students were provided with experience in teaching English, as well as connections with Spanish students in the day camps. Her involvement and dedication have stemmed into her nomination at the Institution Gran Duque de Alba, Watson was awarded to her for further spreading her insight and intellect in the world of education.

As Watson’s seminar, it is still offered in Avila and Madrid, and will take place at the Universidad de Salamanca from June 9 to the first week of the summer. The week long seminar introduces business terminology and the methodology of teaching Spanish for business.

For more information on the course, please contact the Department of Religious Studies at 305-348-2186 or email at religion@fIU.edu. aaparicio@fiu.edu.com

Spanish professor goes international

ALFREDO APARICIO Staff Writer

The beacon – Friday, February 8, 2013

www.fiusm.com

LIFE! The beacon – Friday, February 8, 2013

Learn new ways to move across departmental lines and make connections between the body and culture and religion and society,” said Seidel. “My own study of dance was primarily looking to understand the body and the mind and the practice of moving and meditating is a crucial aspect of yoga. When I began teaching yoga as an elective, I researched the practice and how it could be integrated into courses. The seminar, titled, “Yoga and the Art of Meditation” empowers students to take the leap and were very committed to the experience, Seidel said. Most of the students had taken yoga but they weren’t immersed in it, however, they took the leap and were very committed to the experience,” Seidel said.

When study abroad is offered again during the Spring semester next year, Seidel will adjust the course content to better prepare students for the upcoming experience. “We will have an orientation and meet a number of times to give them the proper preparation because the more I can prepare them, the more they will know,” Seidel said.

In the future, as the class continues to thrive and change, Seidel will continue to adjust and evolve it. “I’ve been challenged in new ways and deepened my own knowledge because the students are committed and engaged. I’ve changed and grown and learned something new from every one of them.”

Seidel said. The seminar, titled, “Teaching Spanish for Business: A Global Approach” has allowed Watson to establish contacts throughout the United States, Spain, Panama, China, Peru, and has also placed the University on the map.

“My involvement has brought me closer to the University and resulted in opportunities to recruit top level graduate students for the PhD in Spanish program and to develop programs such as the possible BA in Spanish with Qingshao University, a program that I have been working on for the last seven years,” said Watson.

Almost two decades ago, Watson began directing the summer study abroad program in Salamanca, Spain. Here she organized a volunteer program for students, where they taught English as a second language to children in Salamanca’s day camps. As a result, University students were provided with experience in teaching English, as well as connections with Spanish students in the day camps. Her involvement and dedication have stemmed into her nomination at the Institution Gran Duque de Alba, Watson was awarded to her for further spreading her insight and intellect in the world of education.

As Watson’s seminar, it is still offered in Avila and Madrid, and will take place at the Universidad de Salamanca from June 9 to the first week of the summer. The week long seminar introduces business terminology and the methodology of teaching Spanish for business.

For more information on the course, please contact the Department of Religious Studies at 305-348-2186 or email at religion@fIU.edu. aaparicio@fiu.edu.com

Spanish professor goes international

ALFREDO APARICIO Staff Writer

The institution in October 2012

“Let us always be looking for ways to reach across departments and make connections between the body and culture and religion and society,” said Seidel. “My own study of dance was primarily looking at cultures and religions where people used dance and music to connect to the divine. During my doctoral work, I researched the practice of yoga. An Essential Guide to Its Principles and Practices,” by Georg Feurstein, to give the students the knowledge and theory of yoga learned behind the practice of yoga; “Central Practices to Awaken Heart and Mind,” by Roger Stein, to give the students the central practices and mantras etc. of yoga and utilize them in the physical practice of it.

“Make it as clear from the day that this is an academic course,” explained Seidel. “Yoga is more than just the postures or the practice you see at gyms or studios. I integrate both the theory and the embodiment of yoga so that students walk away with both and gain an understanding of the material on a physical, visceral and intellectual level. Yoga is, in the end, a mind and body practice.”

The course, meeting Tuesday and Thursday this semester, alternates between lecture and discussions on Tuesday and the practice of yoga on Thursdays, when students apply the topics discussed the previous class.

“Newer models of teaching rely on active learning and I think when the students are engaged in the interactive experiences, they are able to integrate the content of the course with the actual physical experience of yoga,” Seidel said.

“When I ask for commitment, self-discipline and application to the requirements of the course so students can be reflective and apply an intellectual understanding to the abstract concepts we discuss in class.”

A graduate course, Yoga Theory and the Pratical, is also taught by Seidel and is offered at least once every other year. The course offers students a chance to continue their studies via in-depth textual analysis and investigations and is open to students of any discipline. Students who take the course usually want to learn more or they take it as a complement to other disciplines, such as recreational theory or social work, because it contains a useful philosophy that can be applied to everyday life. In my undergraduate course as well, I’ve had students from nursing, humanities; this year I have a lot of athletes, but it’s a course that fills up fast and has been very popular from the outset.”

The graduate course also offers students an opportunity to mentor and participate in the undergraduate section, from time to time, allowing for both sections to interact and open insightful discussions with each other.

“When they work together, the graduate course is able to raise the investigation to a more sophisticated level and the undergraduate course is able to expose the graduate to the interactive experience,” said Seidel. “Both classes come up with incredible questions and it’s exciting to see from semester to semester because the questions are never the same and that gives us an opportunity to learn from the students as well as teach them.”

One of the new aspects of the course is Seidel’s initiative to incorporate study abroad into the class, where students go for a week to the Sivananda Ashram Yoga Retreat in the Bahamas and immerse themselves into the culture through lectures, meditations and workshops. The location was chosen because of its relative closeness to Miami as well as its unprominence. “It’s an intense immersion into the culture. In fact, I think a lot of the students who went had culture shock but that’s why you do study abroad, to experience another culture. Most of the students had taken yoga but they weren’t immersed in it, however, they took the leap and were very committed to the experience,” Seidel said.

When study abroad is offered again during the Spring semester next year, Seidel will adjust the course content to better prepare students for the upcoming experience. “We will have an orientation and meet a number of times to give them the proper preparation because the more I can prepare them, the more they will know.”

In the future, as the class continues to thrive and change, Seidel will continue to adjust and evolve it. “I’ve been challenged in new ways and deepened my own knowledge because the students are committed and engaged. I’ve changed and grown and learned something new from every one of them as the class has evolved and I hope I’m successful in reaching each and every one of them.”

Seidel said.
**FOOTBALL, PAGE 1**

“FIU was always number one for Jordan,” Portis said. “As a family we’re definitely excited he’s staying home.”

About six miles west of Columbus, another commitment was having his dream fulfilled in rival school Bellarmine Preparatory School.

“One step closer to getting out of high school!” said Xavier Hines with a smile after getting through signing day.

“I’m ready to enroll as soon as I can and start learning the system,” Hines said.

Nicole Hines, Hines’ mother, is extremely happy in the decision her son chose to play at FIU.

“Well of course you know mom is going to be happy because her baby is in the backyard,” Hines said. “I get the chance to see all his home games. I’m excited for him.”

Xavier committed early to FIU, but like Guer, there was an air of uncertainty surrounding his decision when FIU fired Cristobel. The Hines family just hoped that their son would be stable once the commotion of changes was settled.

“It was nerve racking for about two weeks,” said Edmund Hines, Xavier’s father. “They finally gave us a call and told us they would honor his commitment and it was just a relief for us all.”

**Turner welcomes in first class**

Apart from just talent, the team has a put an onus on working hard and putting forth maximum effort. Players come out earlier than scheduled and put in extra time afterwards in the batting cages. The mentality of the team has been one of chemistry and hard work, including in the classroom where all players are academically eligible and the coach stresses grades, studying, and even tutoring if need be. The coach even put together the schedule so that there are no games on a school night.

“This year everybody actually wants to be out. Everybody is actually working hard,” said senior Jessy Alfonso. “The team chemistry is a lot better and everybody enjoys being out here. Everybody does extra, last year not many people would come out and do extra. It’s a personal thing and a part of him, too. We all want to do good this year.”

When it comes to being .500, Alfonso said, “That’s average, we don’t want average in this program.”

FIU was slated to come in third in the preseason Sun Belt Coaches Poll, which is voted on by all nine head coaches in the SBC. The Panthers start the new season this weekend and will take on University of Kansas, George-town University, and North Carolina State University at the Panther Invitational starting today at 4 p.m. in the softball field.

<!-- End of content -->
Sigma Chi prevents comeback, seals win

INTRAMURAL, PAGE 6

Sigma Chi Alpha to take a 54-44 victory on Feb. 5. Lambda Chi kept the ball rolling towards the end of the first half as Tyler Sanchez and Kevin Maestre made the final four shots, bringing them less than five points down at the half. Things were looking good for Lambda Chi, within two minutes of play in the second half. Maestre and Gomez kept the momentum going by making some jump shots. Lambda Chi cut the deficit all the way to four points with 12 minutes left in the game. Sigma Chi’s Jarrel Arias answered back with a jump shot of his own, followed by another steal in transition for Molina and a three-point shot from Jose Garcia. Throughout the rest of the second half Sigma Chi took the game back as Molina, Mercado and Garcia all moved the ball well and kept the offense going. Team chemistry proved to be an advantage for Sigma Chi.

We are still accepting applications for Fall 2013!

Gain the right combination of skills and knowledge to succeed in this ever-evolving, high-demand field.

Applicants must complete a PharmCAS application by March 1st and be selected by the admissions committee to be eligible to interview.

Contact us today at pharmadmissions@pcom.edu for more information.

www.fiusm.com
Media coverage of HIV/AIDS on steady decline

KATHERINE LEPRI
Staff Writer

Five years ago, Allan Richards assigned his undergraduate students to monitor media coverage of HIV/AIDS.

He was subsequently shocked by what he considered, the lack of local reporting of the issue in south Florida, even though the region had seen a troubling uptick in new cases.

“There are multiple reasons why the media has dropped the ball,” said Richards, who has studied the HIV epidemic for the last 20 years. It was hitting the minorities, African-Americans and Hispanic communities that were not well represented in the media.

Nearly 40,000 articles had been written nationally about the HIV/AIDS during the first two decades after the discovery of the disease, according to data provided by Princeton Survey Report Associates. The abundance of media attention was reflected in the prolific amount of news stories on key events that captured the country’s attention during that time.

But confusion exists about this drop of press coverage. Experts, like those at the International Conference on AIDS, have labeled this drop of press coverage the “AIDS fatigue.”

“Since the nature of the HIV/AIDS epidemic changed into a chronic disease that more people live with, and manage day to day, the percentage of stories in national coverage declined, according to the Kaiser Family Foundation National Survey of Americans on HIV/AIDS.

But still, the HIV/AIDS epidemic is not over. We've heard it from other sources suggested if they are tardy to class or leave class without penalty.

Some students agree that if a professor is late 15 minutes or more, they can leave class without penalty.

One problem, though: this rule does not exist.

This rule or any variation of it cannot be found in the Student Code of Conduct, Policies and Regulations or FIU's catalog.

Although some universities like Clemson University have policies that require professors to designate how long students should wait before leaving class in their syllabus, FIU doesn’t.

But confusion exists anyway. Because some of her professors suggested if they are tardy more than 15 minutes, students may leave. Luiza Georgescu, a freshman and biology major, thought it was a fact.

In this situation, since the professor explicitly endorsed this unofficial rule, students in that particular course can obey the rule without considering other options.

Although it is convenient to accept this rule as fact and walk out, some students, like Georgescu, will give the professor a few more minutes before deciding to leave.

Some students, like Helena Saravia, a sophomore nursing major, will check their email before making an executive decision to leave.

Phalancia Louisy, a sophomore English major, believes the rule is fiction because most professors will most likely send an email to the class warning them that the professor will be a few minutes late.

“We’ve heard it from other students. No one has denied it,” Louisy said. “It’s like a rumor that’s been spreading.”

Jayne Klein, program director for Honors College at the Biscayne Bay Campus and a 19-year FIU veteran, has never seen the 15-minute rule on paper nor has no clue about its origin.

Klein, who has never been more than 15 minutes late to her courses, believes that if professors are consistently showing up late for their classes, it is rude on their part since “students pay a lot of money for their class.”

Although the 15-minute rule does not exist on paper, some students will still be courteous.

“I [will] wait 16 minutes just to be fair,” Georgescu said.

We’ve heard it from other students, no one has denied it’s like a rumor that’s been spreading.

Phalancia Louisy
Sophomore
English

“We’ve heard it from other students. No one has denied it,” Louisy said. “It’s like a rumor that’s been spreading.”

Jayne Klein, program director for Honors College at the Biscayne Bay Campus and a 19-year FIU veteran, has never seen the 15-minute rule on paper nor has no clue about its origin.

Klein, who has never been more than 15 minutes late to her courses, believes that if professors are consistently showing up late for their classes, it is rude on their part since “students pay a lot of money for their class.”

Although the 15-minute rule does not exist on paper, some students will still be courteous.

“I [will] wait 16 minutes just to be fair,” Georgescu said.

-bbc@fiusm.com