FYC 3201 SP14 Syllabus & Course Calendar

Instructor: Kate H. Fletcher, M.S.
Section: 2134

Meeting Times: T 4th (10:40-11:30), R 4th-5th (10:40-12:35)
Class Location: CSE 119

Office: 3038 McCarty D
Office Hours: Wednesdays 3rd-4th (9:35-11:30) & 7th-8th (1:55-2:45)

Office Phone: 352.273.3517
Email: via Sakai ONLY: Fletcher, Kathleen

Prereq or Coreq: FYC 3001

TEACHING PHILOSOPHY

My teaching philosophy is based on engaging my students to be active learners and critical thinkers. With that in mind, it is my role to facilitate an active learning environment where students can participate, be engaged, and use complex critical thinking skills in a variety of ways to appeal to the various learning styles. I believe that students learn best when they are actively engaged in their own learning and the results are that they are more receptive, more responsible, and typically have a better grasp of the material. Therefore, as a lecturer in FYCS department I believe it is important to create a learning environment conducive to active learning.

My teaching goals include:

1. Teach the fundamentals of FYCS,
2. Discover what students are most passionate about,
3. Get to know my students beyond being a face in my classroom,
4. Prepare students to function effectively both in the classroom and in the real world,
5. Facilitate the acquisition of life-long learning skills,
6. Develop problem solving strategies, and
7. Foster critical thinking.

TEXTBOOK (on course reserve at Library West)

SUPPLEMENTAL READINGS: Posted on Sakia in Resources.

COURSE DESCRIPTION

This course provides an introduction to youth development (ages 6-18) principles utilizing an ecological framework. Major theories relevant to domains of development are introduced. Then, major physical, cognitive, social and emotional changes experienced by youth in early and middle childhood through adolescence are explored. Application of youth development principles in context of family, school and community are emphasized throughout the course.

COURSE OBJECTIVES

This course is an introduction to youth development. To gain a greater understanding of the different domains of development, including social/emotional, cognitive, and physical are identified and explored. After completing this course you will be able to:

1. Describe the major milestones and changes in physical, cognitive, social and emotional development that occur in middle childhood, adolescents and adulthood.
2. Identify and apply major theories and research that help us understand and explain development throughout this period.
3. Observe and assess common issues associated throughout this period of development with attention to the issues that hinder or foster healthy development; apply principles of development in an ecological context when addressing these issues.
4. To think critically about issues affecting youth development as they impact your life now and in your future roles as a family member, citizen, and professional.
5. Facilitate learning through class discussion, collaboration and group work.

COURSE EXPECTATIONS

This is highly interactive class with an exceptionally high level of student engagement. To make the most out of it, attendance is mandatory, but not recorded and participation is a critical factor in your success. This course will be useful for your future academic, personal, and career success.

GRADES: Grades will be based on the following criteria:

Assessments/Assignments:

<table>
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<tr>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25 Points</td>
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<tr>
<td>GTKY</td>
<td>25 Points</td>
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<tr>
<td>Ethics Form</td>
<td>25 Points</td>
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</tbody>
</table>
SLIF 25 Points
SLTL 50 Points
SLP 50 Points
Exam 1 100 Points
Exam 2 100 Points
Exam 3 100 Points
TOTAL POINTS 500 Points

GRADING SCALE:

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
E = 59%-

**If you are working with Disability Resources, please contact the instructor during the first week of the semester so that arrangements can be made to meet your needs.**

PARTICIPATION – 25 Points

- Students are expected to demonstrate their preparation for class and their understanding of course material through *active participation* in class on a *daily basis*. Students are expected to respond to oral questioning related to discussion topics. If you’ve taken a class with me before you know how I conduct my lectures – there are many discussions and participation from all is not only encouraged but also required. A total of 25 points (not to exceed a total of 25 points) will be awarded for quizzes, reaction papers, class activities, and participation (up to 5 points for each). Pop quizzes will be based upon the readings and will be administered or be due respectively at the beginning of class (first 5-minutes). Reaction papers will be based upon the videos I assign in class or take home. If you miss a quiz or fail to turn a reaction papers in on time, there are no make-ups. NO EXCEPTIONS. There will
be approximately 5 opportunities during the semester to obtain the participation points. Pop quizzes may also be administered at the end of class following a lecture, speaker, presentation, class activity, or class discussion. Extra credit opportunities may also be awarded at the discretion of the instructor.

GTKY – 25 Points

- You’ll find this assignment in Sakia in Resources. Please submit a hard copy format in class on or before the due date (see course calendar). This is a 3-part assignment: 1. answer the GTKY questions, 2. attach a recent picture of yourself to the GTKY, & 3. upload a recent picture of yourself to My Workspace, Profile so that your picture will appear on our class Roster. Missing any or all of the parts will result in a loss of points or a zero.

ETHICS FORM – 25 Points

- You will find the Ethics Form in Sakai in Resources in the Service Learning file.
- Ethics Form must be submitted in hardcopy format in class by the due date (see class schedule) & you must have your site supervisor Sign your Service Learning Time Log (SLIF).

SLIF – 25 Points

- You will find the SLIF in Sakai in Resources in the Service Learning file.
- You will find a service learning site in the Gainesville area where you may gain access to children and teens in a community-based organization (CBO), specifically working with children and/or adolescents between the ages of 6 to 18. There will not be any exceptions made on this age requirement. Get started quickly as many agencies require a background check, which can take up to 6 weeks to process.

- Please note that the Ethics form requires your signature, whereas the SLIF requires your site supervisor’s signature.

- ALSO, if you are enrolled in both 3001 & 3201 simultaneously you MUST submit separate Ethics forms & SLIF’s for each class.

- Lastly, if you do not submit an Ethics Form & SLIF, by the due date listed in the syllabus, you will AUTOMATICALLY receive a Zero for the following assignments: Ethics (25 points), SLIF (25 points), SLTL (50 points), and the SLP (50 points) - the only exception to the rule is if you have a formal extension stapled to your SLIF. This formal extension will be made available to every student via Announcements. It is your responsibility to Print & Staple this extension to your SLIF.
SLTL (20 HOURS) – 50 Points

- You will find the SLTL in Sakai in Resources in the Service Learning file.
- Your Service Learning Time Log (SLTL) is a log of your hours that you will keep for the semester, documenting when & where you volunteer. Remember, it is your responsibility to find a service learning site in the Gainesville area where you may gain access to observing and working directly with children and/or teens in a community-based organization (CBO), specifically working with children between the ages of 6 to 18.
  - NO exceptions will be made on this age requirement.
- Find a site ASAP as many CBO’s require a background check & fingerprinting, which can take up to 6 weeks to process.
- For every hour you do not complete, towards your 20 hours, you will be docked 5 points.
- It is your responsibility to have your site supervisor sign your SLIF (when you first find an organization) & your SLTL (when your 20 hours are completed).
  - At your site you will interact with the children as you observe, identify, and assess all domains of development. These observations will help you successfully complete many aspects of this course including your SLP.

SLP - 50 Points

- You will apply the principles, theories, and concepts learned in FYC 3201 to the observations gained at your Service Learning Site.
- This is a Case-Study paper
- APA 6th edition styling & formatting is required
- A more detailed description of this paper is available via Sakai in Lessons

EXAMS – 3 @100 Points each

- The format for any of the exams may include: Matching, Fill in the Blank, Multiple Choice, &/or Short Answer.
- Exam's 1 & 2 will take place during our regularly scheduled class time and location. Exam 3 will take place during our scheduled final examination time in our regularly scheduled class location.
- Each exam will be scantron.

EXTRA CREDIT – up to 15 points

- I greatly enjoying getting to know each of you & I offer each student the opportunity to earn 5 points extra credit simply by visiting me during the 1st 4 weeks of class.
- This appointment will allow me to GTKY better. Please sign-up for a time slot, which will be made available during the first week of class. If you sign-up show up!!!
- There will also be other extra credit opportunities this semester; these will be offered at the discretion of the instructor.
GRADE & GRADE POINTS

For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ABSENCES & MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

E-MAIL & WEB ACCESS REQUIREMENT

All students are required to have a UF e-mail account and must be able to access Elearning/sakia. You will be responsible for checking the FYC3201 Elearning/sakia site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with Elearning/sakia, call 352-392-HELP select option 7, or connect via email, (http://helpdesk.ufl.edu). Location: CSE 214/520. DO NOT CALL/EMAIL ME until you have a Ticket number from the HELP desk.

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university
policies and rules, disciplinary action will be taken as appropriate.


SERVICE FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

COMPUTING HELP DESK

http://helpdesk.ufl.edu The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

CAMPUSS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  
  Counseling Services
  
  Groups and Workshops
  
  Outreach and Consultation
  
  Self-Help Library
  
  Training Programs
  
  Community Provider Database
### FYC 3201: COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Weekly Topic</th>
<th>Assessments &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>T 1/7</td>
<td>Intro &amp; syllabus CH 1</td>
<td>Read: CH 1 DROP/ADD ENDS 1/10/14 @11:59pm</td>
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<td>R 1/9</td>
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<td>T 1/14</td>
<td>CH 1</td>
<td>GTKY DUE 1/16</td>
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<td>R 1/16</td>
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<td>3</td>
<td>T 1/21</td>
<td>CH 2</td>
<td>ETHICS FORM 1/23</td>
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<td>R 1/23</td>
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<td>Read: CH 2</td>
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<td>T 1/28</td>
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<td>SLIF DUE 1/30</td>
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<td>T 4/22</td>
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