

Section: 018D
Meeting Time: MTWRF (5) 2:00 – 3:15
Class Location: MCCA 3194
Office Hours: T 10:00am – 12:00pm

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The instructor reserves the right to adjust the syllabus in order to meet the objectives of the course.

About the course. Introduction to Social and Economic Perspectives on Community is a 3-credit hour course that includes classroom discussion and activities as well as field or online components. This course will explore the evolution of modern communities and concepts of community and use sociological theories to explain community-level phenomena. As community practitioners, students will need to understand the populations they work with and use community theories to design robust and effective community-based programs. We will look specifically at the interaction between children, families and the communities they live in and analyze implications for community practice.

Learning Outcomes

By the end of this course, you will be able to:

1. Explain what social scientists mean by the term community and how the scientific use of the term differs from the ways we use it in everyday language;
2. Identify and understand the roles and functions of communities in the larger social system;
3. Use social theory to understand and analyze issues facing contemporary communities;
4. Analyze the interaction between children, families and the communities they live in and how characteristics of communities impact social processes; and
5. Use social theory to evaluate the potential impacts of different kinds of programs designed to address the problems that face contemporary communities.

Readings & Class Prep

All required readings or other class prep materials are available on Canvas or a link is provided on the course calendar. Please note that this class requires you listen to podcasts, read blog posts or watch videos in addition to read journal articles or book chapters. We will use this content as the basis for our in class discussions so it is imperative you complete class prep ahead of time. On some occasions, the content may be provocative or biased in some way. This content was intentionally selected to facilitate discussion; this does not mean that I support the ideas expressed or am advocating for a particular set of beliefs and values.

Communication Policy

- Please contact me via email through Canvas or UF Email using your UF email account only. UF policies prohibit me from discussing your grade through any other email server. If you contact me using a non-UF email account I will respond requesting you send me an email using your UF account prior to answering your question.
- I try to respond to all emails within 24 hours or by the end of the next business day. Feel free to email me again if you have not heard back from me after 24 hours –sometimes emails are

misplaced in a junk email folder or can be overlooked. You are welcome to stop by my office or call if you need to reach me sooner.

- The best thing to do is schedule a time for us to meet if you would like to meet with me in person. This ensures you don't waste a trip and I'm available when you stop by. You can schedule an appointment to meet with me using this link: <https://meetwithdrmoore.acuityscheduling.com>. Walk-ins are welcome anytime; I will always make time for you if I'm in my office.

Grading

Grades will be determined based on the following:

Assessment		Points
Community Analysis		70 points
Exams		140 points (2 @ 70 points each)
Discussion		100 points
Attendance		60 points
Group Project	Annotated Bibliography	45 points
	Population and Problem Draft*	70 points
	Progress Conference	20 points
	Draft Interview Questions	30 points
	Interview Report	40 points
	Poster Presentation*	75 points
	Final Paper*	150 points
Total		800 points

**These grades will be individually adjusted according to peer-evaluations.*

Grade Ranges

A = 93.50% and above	C = 73.50-76.49%
A- = 90.00-93.49%	C- = 70.00-73.49%
B+ = 86.50-89.99%	D+ = 66.50-69.99%
B = 83.50-86.49%	D = 63.50-66.49%
B- = 80.00-83.49%	D- = 60.00-63.49%
C+ = 76.50-79.99%	E = 59.99% and below

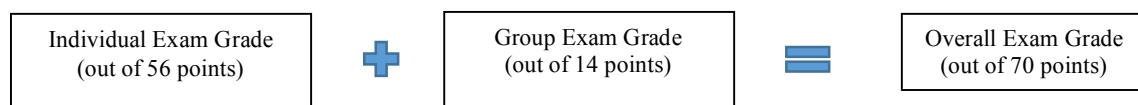
All of the following must be true for the student to be eligible to receive a grade of "I:"

- 1) *The student has completed a major portion of the course work with a passing grade (D or better),*
- 2) *the student is unable to complete course requirements because of documented circumstances beyond their control, and*
- 3) *the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).*

Exam Grading Structure

Exams are facilitated in two parts. Part one consists of an individual assessment via Canvas. Students will complete the exam online individually during the 48-hour period prior to the scheduled exam day on the course calendar. Part two occurs during class on the scheduled exam day. Students will complete the same exam they previously completed on Canvas in groups. The individual portion of the exam is worth 80% of the exam grade. The group portion of the exam is worth 20% of the exam grade. In the event the group grade is lower than the individual grade, the group grade will not be factored into the overall exam grade.

Example Grading Structure: The overall exam grade is worth 70 points; 80% of 70 points is 56 points (meaning if you scored 70/70 on your individual attempt you would earn 56 points towards your overall grade) and 20% of 70 points is 14 points (meaning the most you can earn towards your overall exam grade from your group exam grade is 14 points if your group scores 70/70).



Calculating your **Individual** Exam Grade:

You score 52/70 on the individual attempt, or 74.3% ($56 \div 70 = 0.743 \times 100 = 74.3\%$). The maximum you can earn as your individual grade is 56 points. Multiple 56 by 0.743 to determine what 74.3% of 56 equals –this is your individual grade ($56 \times 0.743 = 41.6$ points).

Calculating your **Group** Exam Grade:

Your group scores 65/70 on the group attempt, or 92.9% ($65 \div 70 = 0.929 \times 100 = 92.9\%$). The maximum you can earn as your group grade is 14 points. Multiple 14 by 0.929 to determine what 92.9% of 14 equals –this is your group grade ($14 \times 0.929 = 13$ points).

Calculating your **Overall** Exam Grade:

Your overall exam score then is 41.6 points (individual score out of 56 points) + 13 points (group score out of 14 points) = 54.6 points (out of 70) or 78%

Discussion (100 points)

- Students are expected to actively participate in online and in class discussions. Discussion participation can include individual or group work during class, participation in online discussions related to class preparation, or participation in classroom discussions.
- All online participation is facilitated through the discussion board.
- There will be at least 100 points worth of activities for in class and online discussions, maybe more. Students can complete as many as they would like to get to the full 100 points for in class or online discussion.
- Discussion participation will be tracked offline and updated on Canvas twice during the semester –once at the midway point and again at the end of the semester.
- Activities will be graded for **quality** not completion.
- No make ups for unexcused absences (see attendance policy below).
- Due dates for online discussions do not change even with an excused absence.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

First Classes Attendance Policy

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or

laboratory. You can request reinstatement on a space-available basis if you present documented evidence.”

This policy will be in effect for FYC 3401 and attendance will be monitored on the first two days of class.

Policy Regarding Late Work & Canvas App

- All assignments are due on Canvas by 5PM on the date indicated on the course calendar.
- There is a 7 hour grade period (until midnight on the due date). Late points will not be deducted during this time.
 - *A grace period is intended to accommodate for any technical difficulties while trying to submit your assignment. If you wait until close to midnight before attempting to submit your assignment for the first time and experience technical difficulties you will not be granted additional time as a result. My advice is to attempt to submit by the scheduled due date (5PM) and use the grace period to resolve technical issues that may arise, if any. **Do not wait until midnight to try to submit for the first time as work will not be accepted late (after midnight) if something goes wrong.***
- Assignments will not be accepted after the grace period ends without written instructor approval at least 24 hours prior to the scheduled due date (i.e. approval must be obtained via email by 5pm the day before an assignment is due).
- Assignments due in class will not be accepted late. These assignments must be turned in at the start of class to receive credit. There is no grace period for work due during class.



Caution: The Canvas app is a great tool for Canvas mail, announcements, and viewing your grades. It is not a great tool for submitting assignments. The uploading procedure is not reliable and your assignment may not upload properly, or at all. In addition to this, I am unable to see that you attempted to submit something using the app (I can view your activity when you access Canvas through an Internet browser). Therefore, **do not submit assignments via the Canvas app.** I will not accept your assignment should technical issues arise as a result of using the Canvas app to submit your work and the issue is not discovered until after the grace period ends.

APA Formatting Guidelines

Use the APA Style Guide, 6th Edition to complete all assignments in this course. Use proper APA formatting for all components of an assignment including in-text citations, tables and figures, appendices, section headings, title, abstract and references. Guidelines for formatting can be found in:

Publication Manual of the American Psychological Association (6 ed.). (2009). Washington, DC: American Psychological Association.

Note: There are many citation generators and APA guides available online. While these can be good resources, they often produce citations that are incomplete or incorrectly formatted. I strongly encourage you not to use a citation generator for your work. If you do use one it would be very wise to review the references to ensure they are formatted correctly before submitting your assignment. **The only source that ensures 100% compliance with APA is the APA Style Guide itself.**

Classroom Policies:

- Make sure that your phone is turned to vibrate during class.
- Stay on task.
- Respect your fellow classmates and instructor.
- Come to class on time and prepared to participate.

- All students who are late on exam days (come into class once the first person has left) will not be able to take the exam and may only schedule a make-up at the instructor's discretion.

Students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Policy regarding testing accommodations:

- Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see <https://www.dso.ufl.edu/drc/students> for how to access resources and setting up accommodations.
- Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

Academic Honesty

UF students are bound by The Honor Pledge, which states, "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.*" On all work submitted for credit by students 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.*" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's resources. The following resources are available 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.

Health and Wellness Resources

- U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

My Pledge to Students

I love teaching. As a student in one of my courses there are a few things you should expect. First, I'm going to **challenge** you because I want you to experience growth –personal, academic and professional growth. Secondly, I want to create an **enjoyable** (yet, challenging) learning experience for you. My hope is you will like coming to class and discussing course materials with your peers and that you will find interest in topics you didn't realize interested you. Along the way I also want to provide ample opportunity for you to **explore someone else's perspective** –to critically evaluate the social world around you and understand it through someone else's eyes. I consider this is one of the most important aspects of higher education and think it's crucial we practice interacting with and understanding people who are not like us, because we will continue to be challenged by opposing perspectives our entire lives. In addition, I hope you leave my courses as a **better consumer of science** so that you are prepared to **constructively participate in public discourse** surrounding social issues. You are the future liaisons between social science and society –you need to be able to interpret how research impacts the everyday lives of citizens so that one day you can have the greatest impact possible in the world.

And finally, you should expect me to be **fair, transparent** and **honest** with you. I will always explain my reasoning for the decisions I make that affect students and I am open to conversations when those decisions seem unfair. My grading process is transparent and the assessment criteria are clearly explained –I never want you to struggle because you don't understand what I'm asking you to do. Perhaps most importantly, I'll tell you when I don't know something and help you find the answer –in fact, I hope you ask questions I can't answer so we can learn together! I strive to create a learning environment that fosters success, which in my opinion means you are comfortable participating in class, excited about the material and recognize its relevance in your life and you're confident you understand what is expected of you. Creating this type of environment is a two-way street; it also requires effort on your part to come to class prepared and ask questions if things are unclear. Together I know we can make this course a great learning experience. I welcome any feedback that contributes to this goal –my door is always open.