# Involving Youth in Community I s s u e s
## (Engaging Communities: Investigating Issues for Sustainability)
## FYC 4932 Section 0004
## Period 2 (9:30am.) M, T, W, R, F, McCarty A Rm. 3194
## Summer A  2017
### 3 Credit Hours

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| **Instructor:** | Jerry Culen, Ph.D., Associate Professor |
| | Department of Family, Youth and Community Sciences |
| **Office:** | **G0087** McCarty Hall B |
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**Office Hours:** T 11:00am to 1:00 and R 11:00 am to 1:00pm or by appt. (Subject to change due to other university responsibilities)

**Communication:** Assignments, readings, Power Points and project resources will be posted in **CANVAS** the e-Learning platform for UF. Found at https://lss.at.ufl.edu
In general, my regular email, grculen@ufl.edu, is the best means to reach me. I will be checking email daily except for weekends and holidays.

**Excused Absences:** Please submit email request directly to me. You will be required to complete all missing assignments A S A P.     (See below for details about excused absences.)

**Course Description:**
This course provides an overview of methods of investigating and analyzing community issues and how to engage citizens in scientific, technological, environmental and societal issues at the community level. The course will prepare the students in the implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision making skills as they relate to community issues and sustainability. As part of the course students will investigate and evaluate a community issue of interest and develop actions plans that will help in the remediation of the selected issue. Course syllabus and reading list is subject to change at the discretion of the instructor.

**Course Objectives:**
This course is designed to:
1. Engage students in the identification and analysis of community based problems and issues.
2. Provide the knowledge and skills for the identification of data needs and proper data procurement related to the resolution of community issues.
3. Prepare students in the conduct of methodologically correct basic and applied research related to the investigation of community issues.
4. Identify those skills related to decision making at the community level that can be used in the resolution of issues.
5. Train students in the development of community action plans designed to help resolve the issues under investigation.
6. Provide students with the knowledge necessary to plan and conduct effective education programs related to community issues and sustainability.
7. Engage students in the community development knowledge base in order to provide integrative resources and tools for the students and practitioners alike.

**Teaching/Learning Methods**
In this course, students actively engage in the practice of issue investigation and Evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments. This is the essence of university--level coursework.

**Weekly Topics/Schedule/Reading Materials**
Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.

**Course Schedule:**

| CLASS | TOPIC | ASSIGNMENTS/READINGS |
| --- | --- | --- |
| *Week 1: May 8* <br> *Classes 1-2* | *Getting Acquainted.* <br> *Overview of course* <br> *Syllabus, Organization, Assignments.* <br> *Goals for Issue Instruction.* <br> *Textbook Review.* <br><br> ***Activity*** *Events, Problems and Is*sues <br> ***Activity:*** *List, Categorize and Prioritize Local and National Issues (Discussion). Issue Webs.(Chart Paper)* | Syllabus <br><br><br><br> R1: STS Text Ch. I. <br> R2: Incite handout (2014). *Participatory Action Research.* <br> R3: Sanchez, J. S., Lomeli-Loibl, C., & Nelson, A. A. (2009). *Youth-Led Participatory Action Research for Mental Health Justice with Youth In Focus* |
| *Class 3* <br><br><br> *Class4* | *Case Study Approach.* <br> <u>*Introduction to Issue Investigation:*</u> <br> *Beliefs and Values* ***Activity:*** *Where do you stand? The Value Fair Learning Environment.* <br> *The Basics of Issue Analysis: Training and Application.* <br> *What are the Values? Issue Articles.* <br> *Discuss Participatory Action Research* | R4: GMO readings <br> R5: STS Text Ch II |
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| *Classes 5* | *More about Issue Analysis Crisis in the Keys: Video Analysis* *Issue Analysis on Your Own. Information or Advocacy.* *Reading Review:* | |
| *Week 2: May 15* *Classes 6* | *Identifying Community Issues:* *Information Resources: Primary and Secondary.* *Getting Started on Issue Investigation.* *Identifying an Issue for Investigation.* *Begin Issue Journals: **Assignment*** | R6: CYD Journal, James, T. *Democratizing Knowledge.* Vol. 4 No.1 pp. 33-39. R7: STS Text CH III pp. 77-89. *Summaries and references.* |
| *Class 7-8* *continued* | *Continue Identifying an Issue for Investigation and Issue Journals:* ***Assignment*** | |
| *Classes 9-10* | *Developing Research Questions for your Issue:* *Directing the Investigation via Research Questions.* *Research Question Rules.* *Identifying Issue Variables* *What is enough information?* *Reading Review:* | Quiz 1 Class 9 R8: STS Text pp. 59-76 R9: Hsu, S. (2004). "The Effects of an Environmental Education Program on Responsible Environmental Behavior and Associated Environmental Literacy |
| *Week 3: May 22* *Classes 11-12* *continued* | *Using Surveys, Questionnaires and Opinionnaires to Collect Information.* *What is Driving Instrument Development?* *The Good the Bad and the Ugly of Survey/Instrument Development: What not to do.* *Investigation planning sequence: pp. 121-123* *Identify research questions for issue investigation.* *Begin developing surveys/instruments for issue investigation.* | R10: STS Text pp.101-118 R11: Diem, K. (2002). *A Step-By-Step Guide to Developing Effective Questionnaires and Survey Procedures for Program Evaluation & Research* R12: Ernst, Monroe, & Simmons (2012) pp. 45-61. |
| *Classes 13-15* | *Populations, Sampling and Sampling Strategies.* *Random vs. Systematic vs. Convenience.* *Interview Techniques.* *Data Collection Techniques: Sampling in the Community.* *Continue survey/instrument development.* *Pilot testing surveys.* | R13: STS Text pp. 119-125 R14: Israel, G (2013). *Determining Sample Size* *Issue Analysis Notebooks due.* *Issue analysis presentations.* R15: Walker (2001). *Making Time for Your Community: Decision Making* |

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| *Week 4:*<br>*No class*<br>*Monday May 29*<br>*Memorial Day*<br>*May 30*<br>Classes 16-17 | *Finalizing your Issue Investigation Plan:*<br>*Research Questions*<br>*Survey/Instrument Design*<br>*Data Collection Procedures.*<br><br>*Final Approval of Issue Investigation.* | R16: STS Text Ch.VI |
| *Classes 18-19* | *Begin  Data Collection*<br>. | |
| *Week 5: June 5*<br>*Classes 20-21* | *Introduction to Data Interpretation:*<br>*Conclusions, Inferences and*<br>*Recommendations.*<br>*Activity: Deer Tale or Deer Tail?*<br>*Generalizability and Representativeness:*<br>*Problems and Concerns* | R17: STS Text Ch. V<br><br><br><br>R18: <u>*CYD Anthology2002*</u><br>*Section II How Organizations*<br>*Learn. pp. 31-37* |
| *Classes 22-23*<br>*continued* | *Data Analysis: Interpreting your results* | R19: Taylor-Powell & Renner<br>(2003). *Analyzing Qualitative Data.*<br>R20: Taylor-Powell (1996).<br>*Analyzing Quantitative Data.* |
| *Class 24* | *Involving Citizens:*<br>*Issue Resolution Methods.*<br>*Modes of Citizenship Action.*<br>*Action Analysis Criteria.*<br><br>*Developing Community Action Plans.*<br>*pp.192-194* | R21: STS Text Ch. VII<br>R22 : Abi-Nader, J., Dunnigan, K., Markley, K., & Buckley, D. (2001).<br>*Asset-Based Community Development & Community Organizing Guidelines*, pp. 52-64. |
| *Week 6: June 12*<br>*Classes 25-26*<br>*continued* | *Completion of Issue Investigation*<br>*Presentation.*<br>*Building Organizational Capacity to*<br>*Engage in Citizen Led Research,*<br>*Evaluation, and Planning* | R23: *"Involving Young People*<br>*in Community Evaluation*<br>*Research" Checkoway.* |
| *Classes 27-29* | *Issue Investigation Reports and*<br>*Presentation of Community Action Plans:*<br><br>*Critiques, Discussion and Feedback.* | *Class evaluation* |

**Textbook Information:**
Required: (Will be supplied by instructor)

Hungerford, H., R., Volk, T., and Ramsey, J. (1997). *Science, Technology and Society*: *Investigating and Evaluating STS Issues and Solutions.* Student Edition Champaign, IL: Stipes Publishing L.L.C. ISBN 0-87563-717-5
**Note: The instructor will supply the textbooks.**

**Additional Reading / References:**

Abi-Nader, J., Dunnigan, K., Markley, K., & Buckley, D. (2001). Growing Communities Curriculum. *Philadelphia, PA: The American Community Gardening Association*.

Cheak, M., Volk, T. and Hungerford, H.R. (2002). "Molokai: An Investment in Children, the Community, and the Environment." Carbondale, IL: The Center for Instruction, Staff Development and Evaluation.

Diem, K. G. (2004). A step-by-step guide to developing effective questionnaires and survey procedures for program evaluation & research. *Rutgers Cooperative Research & Extension, NJAES, Rutgers, The State University of New Jersey. Retrieved from University of Canberra E-reserve*.

Ernst, J. A., Monroe, M. C., & Simmons, B. (2009). *Evaluating your environmental education programs: A workbook for practitioners*. Washington, DC: North American Association for Environmental Education.

Fink, A., (Editor). (2002). the *Survey Kit* (Second Edition), Thousand Oaks, CA: SAGE Publications.

Hsu, S. (2004). "The Effects of an Environmental Education Program on Responsible Environmental Behavior and Associated Environmental Literacy Variables in Taiwanese College Students." *Journal of Environmental Education,* 35(2) pp.37-48.

Incite, (2014). *Participatory Action Research*. Retrieved from http://www.incite-national.org/sites/default/files/incite_files/resource_docs/5614_toolkitrev-par.pdf

Israel, G. D. (1992). Determining sample size: University of Florida Cooperative Extension Service. *Institute of Food and Agriculture Sciences, EDIS*.

Marcinkowski, T. (2003). "An Overview of an Issue and Action Instruction Program for Stewardship Education." An unpublished research report Florida Institute of Technology.

Roa, P., Arcury, T. and Quandt, S. (2004). "Student Participation in Community-Based Participatory Research to Improve Migrant and Seasonal Farmworker Environmental Health: Issues for Success." *Journal of Environmental Education,* 35(2) pp.3-15.

Sanchez, J. S., Lomeli-Loibl, C., & Nelson, A. A. (2009). Sacramento's LGBTQ youth: Youth-led participatory action research for mental health justice with Youth In Focus. *Focal Point*, *23*(2), 6-8.

Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data.

Taylor-Powell, E. (2003). Analyzing quantitative data. *Small town*, *303*, 35-2.

Terry, John, Editor-in-Chief. (2002). *Community Youth Development Anthology 2002.* Published in collaboration with The Institute for Just Communities and Brandeis University's Institute for Sustainable Development at the Heller School for Social Policy and Management. Sudbury, MA.

Walker, K. (2001). "Making Time for Your Community: Decision Making." Kansas State University Agricultural Experiment Station and Cooperative Extension Services [On-line]. Available: http://www.oznet.ksu.edu/library/famlf2/EP102.pdf

Report of the Public Linkage, Dialogue, and Education Task Force. (1997). "In the Community: Encouraging Non-formal Learning." *From Classroom to Community and Beyond: Educating for a Sustainable Future,* Washington D.C. President's Council on Sustainable Development. pp. 47-74.

In addition to the above, students will be required to identify and select readings pertaining to particular issues under study (see Topical Outline). These readings will be synthesized into an issue analysis/review and presented in class.

**Grading Criteria:**

|  | Points Possible | % Total |
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| Class Participation and Teamwork | 100 | 16.50% |
| Issue Analysis Notebook and Presentation | 75 | 12.50% |
| Survey/Data Collection Techniques | 75 | 12.50% |
| Issue Investigation Presentation | 50 | 8.25% |
| Issue Investigation Final Report | 50 | 16.50% |
| Community Issue Action/Recommendation |  |  |
| Plan and Presentation | 50 | 8.25% |
| Quiz(s) | up to 100 | 25.00% |
| Reading Reviews (4 points each) | 100 |  |
| Totals | 600 | 100.00% |

**WORKING ON A TEAM**

For several assignments students will be randomly assigned to a team of three (4) to five (5) students. To be successful in a group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including in--person, via chat rooms, email messages, and telephone calls.

- *Be an active team player*
- *Contribute to the assignment and share the work load*
- *Share your thoughts about the process, problems, and concerns*
- *Provide constructive feedback to the other group members*
- *Remember that this is a learning process and should increase your knowledge*

**Peer Evaluation of Participation in Team Activities & Final Project**

Group activities and assignments are truly intended to be *team* efforts, reflective of real--world professional practices. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person are particularly valued (more than suggested scores). Once all group assignments have been completed and submitted, each team member will be asked to score each of the other members of the team, including themselves, on a 10--point scale (keeping in mind the same grade ranges used for our course) based on each person's contribution to the research, preparation, and delivery of the group project/presentation and any class assignments involving team participation.
 Here are some criteria to keep in mind.

| Collaboration | Actively listened to and valued ideas of others | Actively listened but did not value ideas of others | Reluctantly listened to ideas of others | Did not listen to ideas of others |
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| Contribution | Contributed to team projects and submitted high quality work | Contributed to team projects and submitted acceptable work | Contributed to team projects but work was inadequate or of poor quality | Did not contribute to team projects |
| Participation | Consistently participated in group activities | Participated in most of the group activities | Participated in some of the group activities | Participated in few or none of the group activities |

## GRADING SCALES AND EXPECTATIONS

- Grading Scale is as follows:

| Percentage | .930 or greater | .900-- | .870-- | .830-- | .800-- | .770-- | .730-- | .700-- | .670-- | .630-- | .600-- | <.600 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Letter Grade | A | A-- | B+ | B | B-- | C+ | C | C-- | D+ | D | D-- | E |

Note: C- or below is not a passing grade for FYCS majors.

- It is the student's responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University-approved excuses will be accepted.

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

**Attendance/Participation**
Attendance will be recorded at various points in the semester. Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class.

**Excused Absences**
Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit authorized excused absences prior to or immediately after your absence. Please supply documentation only in cases of major assignments.

**Absences and 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.

**Grade Changes (or lack thereof)**
Grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester will not be made. At the end of the semester, your grade is the grade you have earned.

**OTHER CLASSROOM POLICIES, PROCEDURES, AND R E S O U R C E S**

**Cell Phones/Laptops/Other Technology**
Your phone should be silent or off during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not Face Book, surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor … and your own ability to learn. Students who are in violation will be warned (first offense), and asked to leave the classroom (second offense).  Use of any devices are    forbidden during quizzes and exams.

**Respect**
Treat the other students and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

**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.

Concise guidelines for ethical writing (non--plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at http://ori.hhs.gov/plagiarism--0.

**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.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general wellbeing 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


- *Career Resource Center,* First Floor JWRU, 392-‐1601, **www.crc.ufl.edu/**


**Services 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/**