FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT

SPRING 2017
KATE FOGARTY READ, PH.D.

3 Credit Hours
Sections: 2C08 or 05H8 (Online)
Meets: Tues. 7-8 p.m. Jan. 10 – April 18 on Canvas ‘Conference’ Live (Sessions Recorded for Those Unable to Attend)

COURSE DESCRIPTION

Email: kfgartty@ufl.edu  
Office Location: 3014 McCarty Hall D  
Phone: (352) 273-3527  
Office Hours: Tuesdays 1:30-3:00 pm

• For personal or grade questions, please e-mail Dr. Fogarty (on Canvas or regular webmail) or make an appointment by e-mail or by phone.
• If you need to meet virtually (e.g., Skype or BigBlueButton), please make an appointment via email.

COURSE WEBSITE: Canvas

COURSE DESCRIPTION:

An in-depth examination and synthesis of classical (macro) and contemporary (micro) theories of youth development, spanning from early childhood through emerging adulthood.

Course Objectives:
Upon completion of this course, you will have gained the ability to:

• Use developmental theory to organize thought
• Describe the underlying assumptions (axioms) of various developmental theories
• Predict and explain youth development and behavior by applying developmental theories
• Evaluate developmental theory according to specific criteria for developmental theory
• Synthesize a variety of developmental theories (starting with comparison of two or several developmental theories)

REQUIRED TEXTS


Additional Readings (available as supplement): TBA (Some Listed Below)

ASSIGNMENTS

All written assignments must be submitted electronically on the e-learning Canvas FYC 6234 Spring 2017 site and will be screened using Turnitin (with the exception of online discussions which must be submitted on Canvas FYC 6234 Spring 2017 site “Discussions” page).

Theory Analysis: (4 papers worth 25 points each = 100 points) Between weeks 2 and 14 in the semester, four papers will be due, requiring summary and analysis of a theory (of more than 20 theories to be covered in class). Papers should be two to three (2-3) pages long and double-spaced (10-12 pt. font, 1-inch margins). They are due the day before your select theory is discussed (usually two or more related theories are discussed on a given class day). It is a good idea to base your selection of theory on one you expect to learn from the most, and/or, which best applies to your own work/research. Note: 13 class days or weeks are scheduled for these papers to be due.

Theory Analysis Papers should include the following (5 points each): (a) a brief narrative describing the theory, including key assumptions and major concepts; (b) application of the theory to specific case examples and research; (c) an explanation of how the theory guides your thinking about your area of practice or research interest; (d) strengths of the theory; and (e) weaknesses of the theory (Thomas’ 2005 criteria) in explaining human development. For online students: it’s important that you participate in the live chat meetings prepared to discuss theories covered in that week’s unit.

E-learning Discussion (10 online discussions worth 12 points each = 120 points)

Online chat rooms in the Canvas e-learning webpage for this course provide an interactive means of participating in the learning process. Discussions are on the same weekly schedule as the theory analysis papers (weeks 2 through 14, see above). Four paragraphs of text is the minimum acceptable contribution for this assignment. It is imperative that you complete the readings (preferably a theory analysis paper as well if you’ve selected that given unit for the week) prior to engaging in an online discussion with your classmates. Discussion rooms will be open for participation all semester and each will close at 11:55 p.m. (midnight) on Mondays on e-learning with posted questions for each unit. Discussion groups will consist of 2-4 students in the course in which those who take the course online will have opportunity to interact
with students taking FYC 6234 on campus (This does not apply in Spring 2017 – no on campus just online sections only). Discussion grades consist of: 4 points for summarizing theory/addressing questions, 4 points for application of theory, and 4 points for generating questions for other group members (if first to respond) or responding to other group members’ entries. Note: 13 class weeks are scheduled for online discussions, of which you are expected to participate in at least 10, allowing 3 “weeks off” or a chance to make up a low discussion grade.

**BASIC RULES FOR CLASS DISCUSSION**

As this course covers a diversity of experiences with students from a variety of backgrounds, I expect a class atmosphere of tolerance and respect for every individual and her/his opinion and life experience. If anyone feels harmed or misrepresented in class by me or anyone else in the class, during any interaction, I encourage you to contact me (call/e-mail) immediately so the problem can be addressed. I would be saddened to discover that someone’s lack of class participation is based upon resentment toward myself, an instructor, or another student or group of students because of a demonstrated lack of respect on anyone’s part.

**Expectations for Confidentiality:** Respect for confidentiality of personal information shared by your classmates is a necessity. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from use of names and/or additional identifying information. Also, if you are the first one to participate in a given online discussion, remember you are setting the example for others to follow and will be graded on content and quality of your answers.

**EDIS Publication Paper** (80 points: 30 Draft + 50 Final) & **EDIS Topic Presentation** (50 points). This mini publication (potentially published with UF/IFAS Electronic Data Information Source – see [http://edis.ifas.ufl.edu/](http://edis.ifas.ufl.edu/)) should cover a topic in youth development that most interests you, based on a theoretical perspective(s) of your choice (even one not covered in course) and supported by high impact, peer reviewed publications. A draft of your publication will be due (worth 30 points) and graded before the final copy is due with enough time to make suggested improvements (50 points final copy). At least 5 peer-reviewed journal articles (can include course readings) must be cited and reviewed in your publication. More information on the format and requirements for this paper will be provided. The final draft is due anytime between April 3rd or on/before the last day of spring 2017 classes (Wed., April 19th) at 11:55 p.m.

**Attendance and Participation** (100 points). Attendance and participation are required. Points will be awarded for attendance and participation. (In graduate-level courses, active discussion and participation are expected.) Please come to our online meetings prepared, ready to discuss the readings, online discussion topics and, especially, the content of your papers if you wrote a theory analysis paper for that week. Discussions center on the role of theory in practice, research, policy, and in daily life. **Note: There is no final exam for this course.**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Theory Analysis (4 papers @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>E-learning Discussion (10 online discussions @ 12 pts. ea.)</td>
<td>120</td>
</tr>
<tr>
<td>(ONLINE ONLY) Class Activities/Worksheets MUST complete at least 80% of worksheets</td>
<td>50</td>
</tr>
<tr>
<td>EDIS Publication Paper (30 draft, 50 final)</td>
<td>80</td>
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<tr>
<td>EDIS Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation (weekly activities)/Attendance (weekly Tuesday evening meetings) worth approximately 7 points per class meeting for 14 weeks</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 Points Online</strong></td>
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Grading Scale  FYC 6234 Online Sections

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>91.6+</td>
<td>458+</td>
</tr>
<tr>
<td>A-</td>
<td>89.6-91.4</td>
<td>448-457</td>
</tr>
<tr>
<td>B+</td>
<td>87.6-89.4</td>
<td>438-447</td>
</tr>
<tr>
<td>B</td>
<td>81.6-87.4</td>
<td>408-437</td>
</tr>
<tr>
<td>B-</td>
<td>79.6-81.4</td>
<td>398-407</td>
</tr>
<tr>
<td>C+</td>
<td>77.6-79.4</td>
<td>388-397</td>
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<tr>
<td>C</td>
<td>71.6-77.4</td>
<td>358-387</td>
</tr>
<tr>
<td>C-</td>
<td>69.6-71.4</td>
<td>348-357</td>
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<tr>
<td>D+</td>
<td>67.6-69.4</td>
<td>338-347</td>
</tr>
<tr>
<td>D</td>
<td>61.6-67.4</td>
<td>308-337</td>
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<tr>
<td>D-</td>
<td>59.6-61.4</td>
<td>298-307</td>
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| E     | ≤ 59.4        | ≤ 297         

SPECIAL NEEDS

Religious Observance: Please check your calendars against the course schedule. Any student having a conflict in the exam schedule, or feeling that they will be disadvantaged by missing a lesson or course requirement due to religious observance, should contact me as soon as possible so that we can make necessary arrangements.

Disabilities: The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center and (2) bring a letter to the instructor indicating your need academic accommodations. Please let instructor within the first two weeks of the semester if accommodations are needed to create alternate conditions for the course and/or for the evaluation process.

ACADEMIC HONESTY

IMPORTANT Please be aware: During this course you are permitted to use textbooks or notes during activities and discussions. However, you should not work with other students in order to complete individual assignments.

Academic dishonesty is a violation of the honor code and may result in disciplinary action up to and including expulsion from the University.

When you enroll at the University of Florida, you commit yourself to the high standards of honesty and integrity regarded by the Honor Code. On student work submitted for credit, the following pledge is either required or implied. "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Failure to comply with this commitment may result in disciplinary action. Your instructor fully expects you to adhere to the academic honesty guidelines you agreed to when you were admitted to and registered for classes. The instructor will vigorously uphold this policy at all times.

Information on procedures is located in the Student Guide at www.dso.ufl.edu/stg/ and is set forth in UF Policies.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING 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.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.
SOFTWARE USE: All faculty, staff, and students at UF 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.

ATTENDANCE REQUIREMENTS AND MAKE-UP WORK: 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 .

COURSE EVALUATIONS: 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/.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

GETTING HELP

For issues with technical difficulties for e-Learning in Sakai, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- U Matter We Care, www.umatter.ufl.edu/
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.
All assignments are due at 11:55 p.m. Eastern Standard Time on the due date.

Please complete readings and lectures before Tues. Eve Meeting Times. Discussions & Theory Analysis (TA) Papers Due Mondays by midnight.

<table>
<thead>
<tr>
<th>CLASS/DAY</th>
<th>TOPIC</th>
<th>READINGS / WORK DUE</th>
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<tbody>
<tr>
<td><strong>Week 1: Unit 1</strong></td>
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| By Mon., Jan. 9 | Introduction: History, Definition and Qualities of Theory | · Crain: Chapter 1  
· Thomas*: Ch. 1-2  
· *Horowitz, 2000 |
| Tues., Jan. 10 | Worksheets | · Unit 1 Worksheet  
· Unit 1 Advice Columnist Canvas Discussion  
· 1st Canvas Conference 6:30-7:30 p.m. EST |
| **Week 2: Unit 2** | | |
| Tues., Jan. 17 (MLK Monday Holiday) 11:55 p.m. | Theory Analysis Papers: Unit 2 topic(s) due (Of 4 papers required for course) | · Freud’s Psychoanalytic Theory  
· Erikson’s Psychoanalytic Theory  
Unit 2 Canvas Discussion | · Post an original response  
· Respond to at least one peer  |
| Tues., Jan. 17 | Psychoanalytic Theory: Freud & Erikson | · Crain: Chapter 11 & Chapter 12  
· Thomas*: Ch 3-4  
· 2nd Canvas Conference 6:30-7:30 p.m. EST |
| Mon., Jan. 23* | Worksheets | · Unit 2 Circles of Cultural Identity Worksheet |
| **Week 3: Unit 3** | | |
| Mon., Jan. 23* | Theory Analysis Papers: Unit 3 topics due | · Classical and Operant Conditioning  
· Social Learning Theory (Bandura)  
Unit 3 Canvas Discussion | · Post an original response  
· Respond to at least one peer  |
· Thomas*: Chapter 6  
· 3rd Canvas Conference 6:30-7:30 p.m. EST |
| Mon., Jan. 30 | Worksheets | · Unit 3 Worksheet |
| **Week 4: Unit 4** | | |
| Mon., Jan. 30 | Theory Analysis Papers: Unit 4 topics due | · Piaget’s Theory of Cognitive Development  
· Vygotsky’s Theory  
· Information Processing Theory  
· Post an original response  
· Respond to at least one peer  
Unit 4 Canvas Discussion | · Post an original response  
· Respond to at least one peer  |
| Tues., Jan. 31 | Cognitive Development Piaget & Vygotsky Information Processing | · Crain: Chapter 6 / Chapter 10  
· Thomas*: Chapter 7-8  
· **Supplemental: Frances Stott, "The Surprising Truth Why Children Lie"  
· 4th Canvas Conference 6:30-7:30 p.m. EST |
| Mon., Feb. 6 | Worksheets | · Unit 4 Worksheet |
| **Week 5: Unit 5** | | |
| Mon., Feb. 6 | Theory Analysis Papers: Unit 5 topics due | · Kohlberg’s Theory of Moral Development  
· Gilligan’s Theory of Moral Development  
· Social Cognitive Development/Selman  
Unit 5 Canvas Discussion | · Post an original response  
· Respond to at least one peer  |
| Tues., Feb. 7 | Moral Development: Kohlberg & Gilligan | · Crain: Chapter 7  
· Thomas*: Ch 14 & 15 |
| Mon., Feb. 13 | Social Cognitive Development |  |  |  |
| Mon., Feb. 13 | Worksheets |  | Unit 5 Worksheet | Unit 5 Kohlberg Worksheet | Unit 5 Selman Worksheet |
| **Supplemental: Olson & Dweck, 2008 | 5th Canvas Conference 6:30-7:30 p.m. EST |  |  |  |
| **Week 6: Unit 6 | ** |  |  |  |
| Mon., Feb. 13 | Theory Analysis Papers: Unit 6 topics due |  | Ethology/Sociobiology/Psychobiology | Evolutionary Developmental Psychology |  |
| Tues., Feb. 14 | Ethology & Sociobiology / Psychobiology |  | Crain: Chapter 3 | Thomas*: Chapter 12 |  |
|  |  |  |  | **Supplemental: Blasi & Bjorkund ’03 |  |
|  |  |  |  | ***Thomas (2001): Chapter 2 |  |
|  |  |  |  | 6th Canvas Conference 6:30-7:30 p.m. EST |  |
| Mon., Feb. 20 | Worksheets |  | Unit 5 Worksheet | Unit 5 Kohlberg Worksheet | Unit 5 Selman Worksheet |
| **Week 7: Unit 7 | ** |  |  |  |
| Mon., Feb. 20 | Theory Analysis Papers: Unit 7 topics due |  | Transactional Development Theory |  |
|  |  |  | ** Brody et al., (2009), ** Kim-Cohen et al. (2004) ** Cook (2001) | 7th Canvas Conference 6:30-7:30 p.m. EST |  |
| Mon., Feb. 27 | Worksheets |  | Unit 7 Developmental Transactions Worksheet |  |
| **Week 8: Unit 8 | ** |  |  |  |
| Mon., Feb. 27 | Theory Analysis Papers: Unit 8 topics due |  | Developmental Cognitive Neuroscience |  |
| Tues., Feb. 28 | Developmental Cognitive Neuroscience |  | Thomas*: Chapter 13 (pp.407-418) | Thomas (2001) Ch. 3 |  |
|  |  |  | **Munakata, et al., 2004 | **Brendtro & Longhurst ’05 |  |
|  |  |  | **Qu et al., 2016 | **Peres et al., 2007 |  |
|  |  |  | 8th Canvas Conference 6:30-7:30 p.m. EST |  |
| Fri., Mar. 3 | EDIS Pub |  | Rough Draft Due |  |
| Mon., Mar. 13 | Worksheets |  | Unit 8 Worksheet | Unit 8 Fisher Worksheet |  |
| **No Meetings Scheduled | ** |  |  |  |
| Mar. 6 - Mar. 10 | UF SPRING BREAK |  | Take a Break! |  |
| **Week 9: Unit 9 | ** |  |  |  |
| Mon., Mar. 13 | Theory Analysis Papers: Unit 9 topics due |  | Bioecological Model-Urie Bronfenbrenner | Life Course Development-Glenn Elder |  |
|  |  |  | **Supplemental: Elder & Shanahan (2006) | 9th Canvas Conference 6:30-7:30 p.m. EST |  |
| Mon., Mar. 20 | Worksheets |  | Unit 9a Bronfenbrenner Worksheet | Unit 9b Design Worksheet | Unit 9c (AKA Unit 10) Worksheet (Life Course) |  |
## Week 10: Unit 10

**Mon., Mar. 20**  
Theory Analysis Pprs: Unit 10 Topics due  
- Emerging Adulthood – Arnett

**Unit 10 Canvas Discussion**  
- Post an original response - Respond to peers

**Tues., Mar. 21**  
Emerging Adulthood Perspective  
- Arnett (’00; ’07); Hendry & Kloep ’10; Mitchell & Syed, ’15; Nelson et al., ’15
- 10th Canvas Conference 6:30-7:30 p.m. EST

**Mon., Mar. 27**  
Worksheets  
- Unit 10 Worksheet (Emerging Adulthood)

## Week 11: Unit 11

**Mon., Mar. 27**  
Theory Analysis Papers: Unit 11 topics due  
- Smeeding's Model of Poverty (Macro-Micro)
- Strain/Stress of Poverty (McLoyd & Wilson)

**Unit 11 Canvas Discussion**  
- Post an original response
- Respond to at least one peer

**Tues., Mar. 28**  
Development & the Context of Poverty  
- 11th Canvas Conference 6:30-7:30 p.m. EST

**Mon., Apr. 3**  
Worksheets  
- Unit 11 Worksheet

## Week 12: Unit 12

**Mon., Apr. 3**  
Theory Analysis Papers: Unit 12 topics due  
- Post Colonialism/Post Positivism
- Post Modernism
- Ethnic Minority Development Theory – Black Racial Identity or White Racial Identity Development

**Unit 12 Canvas Discussion**  
- Post an original response
- Respond to at least one peer

**Tues., Apr. 4**  
Post Colonialism-Positivism-Modernism & Ethnic Minorities & Multiculturalism  
- Student EDIS Presentations

- **Kahn & Lourenco (1999)**
- 12th Canvas Conference 6:30-7:30 p.m. EST

**Fri., April 7**  
**EDIS Pub**  
- **Final Draft Due**

**Mon., April 10**  
Worksheets  
- Unit 12 Post-Theories Worksheet
- Unit 12 Racial ID Worksheet

## Week 13: Unit 13

**Mon., April 10**  
Theory Analysis Papers: Unit 13 topics due  
- Feminist Perspectives: Liberal, Marxist, Radical, Ecological or Multicultural
- Cass Homosexual Identity Development
- Bisexual Identity Development

**Unit 13 Canvas Discussion**  
- Post an original response
- Respond to at least one peer

**Tues., April 11**  
Feminist Perspectives & Sexual Orientation  
- Student EDIS Presentations

- Thomas (2001): Ch. 11 & Ch. 12
- **Supplemental: D’Augelli et al (2001)**
- 13th Canvas Conference 6:30-7:30 p.m. EST

**Mon., April 17**  
Worksheets  
- Unit 13 Feminist Worksheet
- Unit 13 Orientation Worksheet
- Unit 13 Development Worksheet

## Week 14: Unit 14 & Last TA paper & online discussion due

**Mon., April 17**  
Theory Analysis Papers: Unit 14 topics due  
- Resilience Theory
- Positive Youth Development Theory

**Unit 14 Canvas Discussion**  
- Post an original response
- Respond to at least one peer

**Tues., April 18**  
Positive Youth Development & Resilience  
- Student EDIS Presentations

- 14th Final Canvas Conference 6:30-7:30pm ET

**Wed., April 19**  
Worksheets  
- Unit 14 Worksheet

## Week 15

No Meeting/Course Wrap-up

**Wed., April 19**  
Course Wrap-Up/Classes End

* Copies of reading provided on Canvas from supplemental text or can be accessed through online journal search.