

**Kate H. Fletcher, M.S., Senior Lecturer**

Academic Advisor, Practicum Coordinator, UF in Galway Study Abroad Program Co-Faculty Leader,  
& FYCS Club Faculty Advisor

**Family, Youth & Community Sciences Department**

**Contact Info: MCCB G085 352-273-3517**

**“Walk-In Friendly” Office Hours:**

**TBA by appointment**

Email: **Canvas email only** – Please know that I only respond to emails M-F 8-4:00pm;

**TA:**

Biswadeep Dhar – [biswadeepdhar@cop.ufl.edu](mailto:biswadeepdhar@cop.ufl.edu)

**UGTA:**

Jackie Anderson – Coordinator of Peer Evals

Brian Barber – KEEPRA Grader

Tatiana Bryan – KEEPRA Grader

Erica Esquivel – KEEPRA Grader [ericalesquivel@ufl.edu](mailto:ericalesquivel@ufl.edu)

Cody Fiol – Grader of Service-Learning, SLJs, and extra credit

**COURSE DESCRIPTION**

This course is an introduction to the study and practice of family, youth and community sciences. Presents analytic concepts used in the study of family, youth and community sciences. Emphasizes the vulnerabilities and needs of U.S. children, youth, families and communities, and describes human services that maximizes human potential and minimizes personal and societal costs. The course introduces students to the roles and skills of the human service professional.

**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 the FYCS department I believe it is important to create a learning environment conducive to active learning.

- 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.

**COURSE FORMAT**

This course includes lectures, discussions, videos, group work, guest speakers, in-class exercises, homework, written assignments, web-based assignments, service learning, and exams.

## COURSE OBJECTIVES

The Principles of Family, Youth and Community Sciences course is designed to:

- 1) Introduce the basic premises of research and theory in the study of families, youth & communities.
- 2) Present human ecological theory as related to FYCS.
- 3) Describe the status of families, youth, and communities in the 21st century.
- 4) Identify programs designed to support families, youth and communities.
- 5) Introduce theory, research, and policy associated with families, youth, and communities.
- 6) Familiarize students with library research, resource evaluation, and APA style for references.
- 7) Reinforce the intrinsic and extrinsic value of service-learning.
- 8) Acquaint students with the professions related to working with families, youth, and communities.

## LEARNING OBJECTIVES

Upon successful completion of the requirements of FYC3001 students will be able to:

- 1) Describe the components of and purpose of theory.
- 2) Provide a rationale for understanding and using research in FYCS.
- 3) Apply Human Ecological Theory to everyday situations.
- 4) Discriminate between sources of information.
- 5) Correctly cite references using APA.
- 6) Restate the demographics, concerns, & issues of families, youth & communities in the 21st century.
- 7) Recognize key components of common theories of human development, family life, & community.
- 8) Use and analyze service-learning experience to guide career planning.
- 9) Work successfully in a group environment.

## COURSE TEXTBOOKS

American Psychological Association. (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington DC: American Psychological Association.

Allen, W. & Wilson, C. (2012). *The good food revolution: Growing healthy food, people and communities*. New York, NY: Gotham Books.

## COURSE REQUIREMENTS

**Syllabus Quiz (10 points)** - This quiz will only be available online during the first 2 weeks of class (including drop/add). There are no make ups for this quiz. Please see the calendar for the due date.

**Good Food Revolution Reflection Quiz (15 points)** –Your Instructor will provide this book during the first/second week of classes. You are required to read this book, while reading it please attempt to connect what you are reading to your (undiscovered/untapped) passion as we will discuss this book throughout the semester. You will take this Quiz online via Canvas. There will be 15 multiple choice questions based on the book. Please see the course calendar for official open/closed dates.

**Ethics Form (25 Points) & SLIF (25 points)** – Your Ethics Agreement must be submitted in hardcopy format in class on OR before the due date. **You** must submit a **SIGNED** Service Learning Info Form (SLIF) on or before the due date (see course calendar for both due dates). Your Site Supervisor will also sign the **SLIF**. Both the Ethics Form & the SLIF are located in *Canvas*. You will complete 25 hours of service-learning this semester. I strongly encourage you to find a site within the first three weeks of this semester to ensure your ability to complete all hours.

- If you do not submit an Ethics Form by the due date & a SLIF by the due date then you will **AUTOMATICALLY** receive a **Zero** for ALL of the following assignments:
  - Ethics (25 points), SLIF (25 points), SLTL (100 points), & SLJ (100 points)
- **Before you begin volunteering...**
  1. **You** must read & sign your Ethics form, then submit it on CANVAS on or before the due date.
  2. **You** must get your SLIF signed by your site supervisor, then submit it on CANVAS on or before the due date, unless you've requested a written extension via Canvas email and received an extension with a updated due date from the instructor.

**Service-Learning Journal (100 points)** - This journal will describe your overall experience at your service-learning site. **Please provide significant thought & detail when answering each question, and when possible please provide specific examples.** This Assignment will be graded based on being specific and detailed with your responses, explaining your understanding of what you've observed and directly relating it back to concepts and theories covered in class. Spelling, grammar, and punctuation, will also be factored into this grade. Please see the course calendar for the due date. There are no examples for this paper as it's a Journal. You will answer the following 6 questions in your Service-Learning Journal:

1. What happened and what did I do?
2. What were the effects of what I did?
3. How did my service learning make me feel?
4. What relationships am I building?
5. How does what I am observing at my placement relate to the concepts and ideas we are currently learning in class?
6. Did I experience any barriers?
7. If I could change anything about my service-learning experience what would it be and why?

**SLTL (100 points)** –The Service Learning Time Log (SLTL) requires your site supervisor to verify your 25 hours. This form is also located in Canvas. **Points will be deducted at a rate of 3.5 points per hour not completed.** Please see the course calendar for the due date. If you need an extension for the SLTL – you **MUST** request, in writing, an extension to submit a SLTL late without penalty. Always email Kate Fletcher in Canvas mail.

**For ALL Quizzes & Exams:**

Once the first student has completed an exam/quiz and has left the classroom **NO** other exams/quizzes will be distributed. Therefore, if you enter the classroom late you will not be given the opportunity to take the exam/quiz. Please show up on time and please be prepared for the exam/quiz. Thank you in advance.

**Quizzes 1 & 2 (50 points total, 25 points each)** – Two quizzes worth 25 points each will be administered in class. Quizzes may include multiple choice, matching, and short answer/fill in the blanks.

**APA Quiz (100 points)** - This quiz will be in-class and open book: APA manual (6<sup>th</sup> ed.). Please see the calendar for the scheduled date.

**Exams 1 & 2 (300 points total, 150 points each)** – Exams covering all materials presented up to exam dates (non-cumulative). Exams may include multiple choice, matching, and short answer/fill in the blanks. Exams will be administered in class. If you require extra time please submit the appropriate paperwork to me during the first 2 weeks of class.

**KEEPRA Project & Peer Evaluations (200 points)** - Details of this semester-long group project will be provided on Canvas and this will also be discussed in class. You will also be provided with class time to work on this group project. This group project will also include a semester-long peer evaluation process. This peer evaluation process will directly impact your grade. Proactive Participation in this group project is essential to your final KEEPRA grade.

**KEEPRA Project Presentation (up to 9 Bonus Points)** –As a group, you may CHOOSE to present your KEEPRA Project to the class on the last day of class. Each KEEPRA Group will have up to 5 minutes to present (1<sup>st</sup> come, 1<sup>st</sup> serve basis – sign ups will take place the day of Jeopardy). You may be as CREATIVE as you like when presenting.

**Late Policy:** If you miss a deadline you will lose 5 points per business day that it is late. **This late policy excludes the Ethics Form, the SLIF, and ALL KEEPRA Peer Evaluations**– if you do not submit the Ethics Form on or before the due date you must withdraw from the course (see Ethics Form for more details); as for the SLIF – you MUST request, in writing, an extension to submit a SLIF late without penalty. Always email Kate Fletcher in Canvas mail.

## COURSE POLICIES

**Contacting the Instructor: ONLY use CANVAS mail.**

Also, please note the timeframe that I will use for responding to emails: my standard office hours are from 8 AM – 4:30 PM, M-F, excluding all holidays and when UF is closed. This timeframe means that if you email me at 9:00 PM do not expect a response before 8:00 AM the next business day. This will require greater planning on your part (and provides less room for procrastination).

Assignments are due on the dates listed in the syllabus, with the following exceptions:

- University-excused absence – You must provide the instructor a written notice of excused absence before your absence; this must be in hard copy format.
- Medically-excused absence – You must provide a written notice of your excused absence immediately after you return to the instructor; this must be in hard copy format.

**Academic Integrity:** Any assignments that you submit must be original works authored by you as an individual student in the course. Your thoughts are unique and valuable, and written assignments provide you with an opportunity to share your insights about our class topics with me. Please remember, that as a result of the registration process at the University of Florida, any enrolled student has acknowledged the following:

*...the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action...*

and have agreed to the Honor 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 by abiding by the Honor Code.*

Furthermore, 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/project/quiz/exam.*

For more information about the University of Florida Student Honor Code, visit the Dean of Students website: <https://www.dso.ufl.edu/sccr/process/student-conduct-honofycr-code>.

**Student Compliant Process:** [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

**UMatter:** <http://www.umatter.ufl.edu/>

### GRADING

Your grade is a direct result of the effort that you put into this course. Each assignment has a possible point value attached to it. You will earn points as you successfully complete each assignment. These points will accumulate to create your final score (see point ranges below for associated letter grade). The Good Food Revolution Reflection, SLJ, and KEEPR Paper count for 37% of your overall grade. These assignments will be graded on the quality & content of the writing, along with following all APA styling guidelines. Be sure to spell check, grammar check, and proof read your work before submitting. Points will be deducted for not following directions, poor grammar and spelling errors, and poor APA styling.

#### The grading scheme for this class is as follows:

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

Assessment/Assignment	Possible Points
Syllabus Quiz	<b>Out of 10 points</b>
Good Food Revolution Quiz	<b>Out of 15 points</b>
Ethics Form	<b>Out of 25 points</b>
SLIF	<b>Out of 25 points</b>
Quiz 1	<b>Out of 25 points</b>
APA Quiz	<b>Out of 100 points</b>
Exam 1	<b>Out of 150 points</b>
SLJ	<b>Out of 100 points</b>
Quiz 2	<b>Out of 25 points</b>
KEEPRA Paper & Peer Evaluations	<b>Out of 200 points</b>
SLTL	<b>Out of 100 points</b>
Exam 2	<b>Out of 150 points</b>
<b>TOTAL POINTS</b>	<b>Out of 925 points</b>

### EXTRA CREDIT OPPORTUNITIES

There will be several extra credit opportunities available during the course of the semester.

To assist me in Getting To Know You (GTKY) better you will receive 5 extra credit points for submitting a completed GTKY with an attached (recent) picture of yourself AND an uploaded (recent) picture of yourself to “My Profile” on Canvas. This extra credit opportunity is due on or before September 5th in class, NO GTKY's will be accepted after this date. You may also sign up for an appointment with me during my during the first 3 weeks of class for an additional 3 points; please see the sign-up sheet that I will provide in class to get your name on the list (September 19th is the last day for the 3 points office visit).

To encourage attendance there will be random extra credit points assigned during lectures not to exceed 15 extra credit points in total for ALL extra credit opportunities. It will be at the discretion of the instructor when these points will be given and for what level of participation. These points could be awarded for being in attendance, when called upon, when role is taken, by completing reflection papers, or by completing in class assignment or small group work. Please be

mindful that these points are given at the discretion of the instructor, and they may also be removed by the instructor for failure to adhere to UF, CALS, and FYCS policies.

### SPECIAL CONSIDERATIONS

**Software Use:** All faculty, staff, and students of the University of Florida 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 rules and policies, disciplinary action will be taken as appropriate.

**Student Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://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.

**University of Florida Counseling Services:** Resources are available on campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575  
[www.counseling.ufl.edu/cwc](http://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 J.W. Reitz Union, 352-392-1601
  - [www.crc.ufl.edu](http://www.crc.ufl.edu)

Your instructor may also be able to help you locate additional assistance that you may need.

- Every **Gator Counts**
  - At UF Every Gator Counts. U Matter, We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Families, faculty and students can contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance for students in distress.
  - <http://www.umatter.ufl.edu/>

**Course Calendar will be available via Canvas.**

**Please note that the course calendar is subject to change.**