

**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:**

Emily Davison – EM.DAVISON@UFL.EDU

**UGTAs:**

Mackenzie Catron – grader of Case Studies & SLJs

Tatiana Bryan – grader of Case Studies and SLJs

Cody Fiol – Service-Learning grader, and participation

**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.

**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 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:

- Describe the major milestones and changes in physical, cognitive, social and emotional development that occur in middle childhood, adolescents and adulthood.
- Identify and apply major theories and research that help us understand and explain development throughout this period.
- 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.
- 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.
- 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. **It is strongly recommended and encouraged that you READ the assigned text BEFORE coming to class each day**. This course will be useful for your future academic, personal, and career success. Please have easy access to the APA 6<sup>th</sup> edition manual as you will use it for your case study paper.

### COURSE TEXTBOOK

Berk, L. E. & Meyers, A. B. (2016). *Infants, children, and adolescents* (8th edition). Boston, MA: Pearson.

### ADDITIONAL RESOURCES:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

**GRADES:** Grades will be based on the following criteria:

Assessments/Assignments:	Points:
Ethics Form	10 Points
SLIF	10 Points
GTKY	5 Points
Participation	25 Points
Service-Learning Journal	25 Points
SLTL	50 Points
Rough Draft Case Study Paper	100 Points
Final Draft Case Study Paper	100 Points
Exam 1	50 Points
Exam 2	50 Points
Exam 3	50 Points
<b>TOTAL POINTS</b>	<b>475 Points</b>

### 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%-

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

### ETHICS FORM – 10 Points

- You will find the Ethics Form in Canvas in Assignments.
- The Ethics Form must be submitted in hardcopy format in class by the due date (see class schedule)
- If the Ethics Form is not submitted on or before the due date you will need to drop the class.

### SLIF – 10 Points

- You will find the SLIF in Canvas.
- Please find a service learning site in the Gainesville area community-based organization (CBO), **specifically working with children and/or adolescents between the ages of 6 to 18**. There will no 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 AND 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 emailed the instructor requesting an extension, which you will then receive a reply email indicating that the extension was granted, then you will staple this extension to your SLIF. THERE ARE NO EXTENSIONS FOR THE ETHICS FORM. It is your responsibility to Print & Staple this extension to your SLIF, doing so will ensure full credit, and without it you will receive a Zero.

### GTKY – 5 Points (This is NOT an extra credit assignment)

- You'll find this assignment in Canvas. Please submit a hard copy format in class on or before the due date (see course calendar). **This is a 3-part assignment** and your grade will reflect the successful completion of each of these 3 parts (Missing any or all of the parts will result in a loss of points or a zero):
  1. Answer the GTKY questions (2 points)
  2. Attach a recent picture of yourself to the GTKY (1.5 points) &
  3. Upload a recent picture of yourself to your Profile in Canvas (1.5 points)

### 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 AND written 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 Every student is not only encouraged but also required. A total of 25 points (not to exceed a total of 25 points) will be awarded via quizzes, reaction papers, class activities, and participation (up to 5 points for each). If you miss the class participation portion or fail to turn the class participation in on time you will receive a zero; **there are no make-ups -> NO EXCEPTIONS**. There will be approximately 5 - 10 opportunities during the semester to obtain participation points.

### **SERVICE LEARNING JOURNAL – 25 Points**

- Based on your 25 hours at your Service-Learning site, you will answer the following questions in a “Q & A” format.
- NO APA styling requirements will be required.
  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 practicum relate to the concepts and ideas I learned in my FYCS coursework?
  6. What barriers have I experienced?

### **SLTL (25 HOURS) – 50 Points**

- You will find the SLTL in Canvas.
- Your Service Learning Time Log (SLTL) is a log of your hours that you will keep for the semester, documenting when & where you volunteer.
- 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 25 hours, you will be docked 3.5 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.

### **CASE STUDY PAPER - 200 Points**

- You will submit both a rough draft (100 points), where you will be provided ample feedback on your paper and your APA work, then you will submit a final draft, which is also worth 100 points.
- You are responsible for following all the objectives for this paper and revamping the final draft for submission.
- You will apply the principles, theories, and concepts learned in FYC 3201 with the observations gained at your Service Learning Site.
- This is a Case-Study paper and details of this paper are in Canvas, which includes a sample paper and grading rubric.
- APA 6th edition styling & formatting is required, and APA styling will be worth 50% of your Final submission on this paper. Please consult your APA 6<sup>th</sup> edition manual to ensure proper formatting throughout your rough draft and final case study papers.

### **EXAMS – 3 @50 Points each**

- The format for any of the exams may include: Matching, Fill in the Blank, Multiple Choice, &/or Short Answer.
- Exam 1 will cover Chapters 1, 2, & 7
- Exam 2 will cover Chapters 11, 12 & 13: Middle Childhood
- Exam 3 will cover Chapters 14, 15, & 16: Adolescence
- Exam's 1 & 2 will take place during our regularly scheduled class time and location, whereas Exam 3 will take place during final exams week.
- Scantrons will be provided by the instructor.
- Once the first student has completed an exam and has left the classroom NO other exams will be distributed. Therefore, if you enter the classroom late you will not be given the opportunity to take the exam. Please show up on time and please be prepared for the exam. Thank you in advance.

### **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 two 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.

### **ABSENCES & MAKE-UP WORK/LATE 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>
- If Participation points/assignments were taken/offered on a day you missed due to an extenuating circumstance, one that is beyond your control such as a University of Florida sponsored event, sickness, death or accident, NO make-up assignment will be provided, however, you MUST submit documentation for your absence so that it will NOT count against you.
- You are responsible for the material you missed – connect/network/Facebook with your classmates to get notes, study together, etc - DO NOT contact your instructor.
- There is NO make-up for the exam 3. You MUST be available to take it on the scheduled date, if you fail to show & have NO documentation for your no-show, then you will receive a zero on exam 3.
- Late Assignments & Make-up Assignments/Exams: All late assignments will be penalized 5 Points for each business day late. This penalty starts the minute after the assignment was due by 4:01pm. It is the student's responsibility to ensure that the instructor receives assignments by the time described on each assignment. Make-up assignments will be accepted only when a student has an excused absence as defined in the University Catalog and written documentation. Following excused absence students may turn in late work without penalty within 3 business days of the absence. In the case of an exam, students with excused absence will be provided makeup opportunity at mutually agreeable time slots, with the exception of the exam 3.
- Late Ethics Forms will not be accepted. If you fail to submit your signed Ethics Form by the due date and time in Canvas you will receive zero's for all of the following assignments and be asked to drop the class: Ethics, SLIF, SLTL, and SLP – NO Exceptions on late Ethics Forms.

- Late SLIF's, if you are having a difficult time obtaining a signature from your site supervisor please email the instructor to request an extension PRIOR to the SLIF Due Date and Time. An extension will be provided when you follow directions and you are proactive.

## **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>

## **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](mailto:helpdesk@ufl.edu)

## **E-MAIL & WEB ACCESS REQUIREMENT**

All students are required to have a UF e-mail account and must be able to access Canvas. You will be responsible for checking the FYC3201 Canvas 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 Canvas, call 352-392-HELP select option 7, or connect via email, (<http://helpdesk.ufl.edu>). Location: 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.

Download a "Piracy is Illegal" poster to display as a reminder of why you shouldn't commit copyright infringement. <http://infosec.ufl.edu/literature/piratebooty.pdf> Retrieved from <http://www.registrar.ufl.edu/catalog/policies/students.html>

## SERVICE FOR STUDENTS WITH DISABILITIES

The Disability Resource Center, 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) 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.

**\*\*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.**

## STUDENT COMPLAINT PROCESS

<http://www.distance.ufl.edu/student-complaint-process>

## CAMPUS 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, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/) 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
  - 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/](http://www.crc.ufl.edu/)
- University Reading & Writing Center, SW Broward Hall, 352-392-2010, <https://teachingcenter.ufl.edu/>

## UMatter

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.  
The course calendar is subject to change.**