FYC 4212 CONTEMPORARY YOUTH PROBLEMS (CYP) and Solutions
SPRING 2014 COURSE SYLLABUS

Tuesday, 5th & 6th Period  11:45 - 1:40 ROG 0129

Thursday, 6th Period  12:50 -1:40 ROG 0129

Prerequisites for FYCS majors - with a grade of C or better
SYG 2000  Principles of Sociology
FYC 3001  Intro to FYCS
FYC 3201  Foundations of Youth Development

Credit Hours:  3 credits

Instructor:  Dr. Rosemary V. Barnett, Professor
Youth Development & Public Policy
Department of Family, Youth & Community Sciences, IFAS
Email: Through E-Learning in Sakai Mail

Office and Phone Information:  G083 McCarty B Hall
Office Phone: 352-273-3519

Office Hours:  Monday 1-4pm; or by appointment.

Teaching Assistant:  Bailey McDaniel

TA Office and Information:  G091 McCarty B Hall
*Mailbox located outside office door.
Office Phone: 352-273-3513

TA Office Hours:  TBA

Course Description: This course examines youth development and ecology, emphasizing challenges and issues facing adolescents/emerging adults and the creation of communities that foster positive youth development and resiliency. Course content includes theoretical, methodological, empirical and practical issues regarding youth development issues and solutions. The course examines the ecology of youth development, focusing on the dynamics of interactions and reciprocal relationships between youth and the various systems of the environment.

Main Course Goals:
- Gain knowledge on the complex nature of youth problems through topic research, identify solutions, and develop a plan to implement solution strategies into a community.
- Help communities, organizations and society foster positive youth development.
- Become aware of the power we possess to make a difference.
Major Course Objectives.
- Be able to identify problems, challenges and issues facing youth today.
- Explore how information about these problems, challenges and issues are portrayed to youth.
- Gain knowledge about positive youth development as well as factors that may enhance or hinder youth development.
- Identify strategies for use in working with issues and challenges facing youth.
- Find solutions to problems, challenges and issues based on sound theory.
- Learn to implement solution strategies for positive youth development into levels of youth ecology.

Required Reading:
Books

Online Material – E-Learning in Sakai
Online material contains accompanying lecture handouts, activities and assignments. Available on ELearning in Sakai: http://lss.at.ufl.edu. Check daily for announcements, assignments, activities, etc. on the course homepage. Print out all lecture notes ahead of class and bring them with you for note taking pleasure. Note: These are provided as a courtesy.

Films
As time permits, films will be shown in class to supplement the learning experience of the content. Film content is included on tests.

Descriptions and Instructions for Major Course Assignments:

**Attendance, Assignments & Participation**
It is the Instructor’s desire that you will be so enthralled by the content that you will tackle the topics in class discussion. Since this is the senior youth development course, the Instructor might assume you have a great interest in this topic. (Even if you don’t, it is greatly appreciated if you read the assigned textbook chapters prior to class, so you might engage in some level of intellectual inquiry.)

Any comments framed around cognitive processing of the material are welcome as long as they are delivered following the guidelines set forth in this syllabus. Activity participation points are based on in class activities. You must be present on activity days to earn these points. There are no make-ups as these are film-based activities and the purpose is for you to be there engaging in the classroom! *If you have proper documentation for an absence on an activity/film day, please see the TA or Instructor for an alternate written assignment that will be due within one week of your return to class.* Note: Participation points may be earned up to 10 points for 4% of your grade, often helping you move from one grade up to the next.
**Attendance**

**A. Initial Class Attendance Policy**

**UF Policy:** Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, can be dropped from the course. Students must not assume that they will be dropped if they fail to attend the first few days of class. The department will notify students dropped from courses or laboratories by posting a notice in the department office.

**Official UF Policy:**

Excused absences include:

1. sick days (documented by a medical practitioner);
2. death of an immediate family member;
3. conferences or authorized UF travel;
4. 12 day rule (athletes);
5. religious holidays; and/or
6. UF approved holidays.

For the University of Florida policy, see:

http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html

Attendance can affect your grade, as **YOU MAY NOT EARN ASSIGNMENT POINTS IF YOU ARE ABSENT UNLESS YOU HAVE AN EXCUSED ABSENCE** that is OFFICIALLY documented by UF, a physician, or a conference agenda. **If you are out on film or activity days, you will lose points so try to attend these days if at all possible. With proper documentation an alternate written assignment will be given.**

- **Assignments (4 assignments, each assignment equals 100 points and 10% of your grade)** (Total: 400 points/40%)

There will be 4 short assignments worth 100 points (10%) each throughout the semester. The in-class assignments will include a worksheet and a paper on the same topic to be turned in the following class period. Some assignments may not require the one paper. No late assignments will be accepted unless you have documentation (See official UF policy). All assignments must be type-written, Times New Roman, 12 pt. font, double-spaced.

- **Tests; [3 tests, Tests 1, 2 & 3 are 200 points and 20% of your grade each.](Total: 600 points/60%)**

Three tests will be given over the course of the semester. Each test will consist primarily of MC, T/F and fill in the blank items. Each test will cover approximately 3-5 chapters. This may include content from assigned reading material, in-class activities, class discussions, lecture notes from text, instructor supplemental notes and films. Instructor will cover the MOST important concepts in class, not each and every single topic/slide for the chapter. Use the chapter slides as a study guide as you read each chapter and in-class for note taking. If there are blanks, fill the blanks in as you read each chapter. You are responsible for finding the fill-in-the-blank answers that are not provided in class. There may not be enough time to fill all of these in during class lectures and discussion. Seek out the answers; it will help you learn.
GRADING INFORMATION

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<tr>
<th>Criteria</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Assignments: 4 in-class and take home assignments at 400 points (each)</td>
<td>400</td>
<td>40%</td>
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<tr>
<td>Tests 1,2&amp;3 at 200 points (each)</td>
<td>600</td>
<td>60%</td>
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<td>TOTAL</td>
<td>1,000</td>
<td>100%</td>
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Grading Scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>90.0-100</td>
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<td>A-</td>
<td>87-89.99</td>
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<td>B+</td>
<td>84-86.99</td>
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<td>B</td>
<td>80-83.99</td>
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<td>B-</td>
<td>77-79.99</td>
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<td>C+</td>
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<td>70-73.99</td>
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<td>C-</td>
<td>67-69.99</td>
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<td>D+</td>
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<td>D-</td>
<td>57-59.99</td>
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<td>&lt;56.99</td>
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"The content of this course is approved by the National Council on Family Relations as part of the University of Florida's certified family life education program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specified content areas that prepare a student to meet standards for provisional certification as a family life educator." The list of courses and standards they meet can be found here: [http://secure.ncfr.com/pdf/approved_programs/U_of_FL_Gainesville.pdf](http://secure.ncfr.com/pdf/approved_programs/U_of_FL_Gainesville.pdf)

For more information about what a CFLE is, see [http://www.ncfr.org/cert/index.asp](http://www.ncfr.org/cert/index.asp)

Other Miscellaneous Information and Policies

1. **GRADING:** In order to BE FAIR to all students enrolled in this class, all grading will be done according to announced course policies.

2. **GENERAL PARTICIPATION:** Be in your seat and have your notebook with your lecture notes and pen/pencil ready at the scheduled TIME FOR CLASS to begin. Listening: Give your FULL ATTENTION to the speaker and audiovisual materials. Do not read outside materials, sleep, talk to others, do homework, pack up your books early, listen to music, or other distracting behaviors. Contributing: in the form of comments, questions, or discussion is highly desirable. For this to be effective, you must protect the rights of fellow students. Make sure that you are recognized before speaking, restrict your remarks to topics of direct relevance to the class, and give your peers your full attention when they are speaking, just as you do the instructor.

3. On test days, you must arrive to class EARLY or on time. Anyone who arrives more than 10 minutes late will NOT be permitted to take the test. All Honor Code violations will be handled in accordance with UF Policy.

4. **TECHNOLOGY ETIQUETTE.** Technology can serve as an effective learning tool if used correctly. If you use a laptop in class, only lecture notes are to be open. Using social networking sites and completing tasks not relevant to lecture is distracting to other students and will result in the instructor requesting the student put away the technology. Texting on cell phones is also distracting to peers. A student violating this policy may be penalized participation points. All technology must be turned off and put away prior to taking tests. Photography and videos may not be taken during class.
5. LEARNING ENVIRONMENT. The learning environment will be based on mutual respect, open discussion, sharing of ideas and thoughts on contemporary youth problems based on thorough research of the topic, including gathering sufficient data and expert analysis, reviewing written materials leading to an understanding of the problem, identifying goals to address the problem, intense and thorough thinking, and reasoned choice. Discussions between the instructor and students and between and among students will be non-critical, information sharing, non-confrontational and without profanity. The instructor will end any discussion that becomes a personal attack or affront or is too disruptive, opinionated or argumentative; this can be between instructor/student; TA/student; student/student. The instructor will use the following warnings for disruptive and/or threatening students: (1) At the onset of disruption, verbal warning. (2) Continued disruption, verbal warning asking to be quiet or leave the classroom. (3) Verbal warning, asking to leave classroom. (4) Notification of security call and reporting of student to appropriate university-level administrators/UFPD. At all times, treat your TA as you would your Professor, with respect and courtesy.

6. E-LEARNING IN SAKAI. Should you have a problem with E-Learning in Sakai; you may contact the E-Learning in Sakai support staff to document your time/date of problem at 392-HELP. You must get a help/confirmation number from the person who assists you.

7. CONTACT WITH INSTRUCTOR AND TA. Please discuss attendance issues with TA and grade issues with the Instructor. Preferred means of contact for quick questions is via email on E-Learning in Sakai for FYC 4212 to either the teaching assistant or the instructor during their individual course office hours. Office hours are also available for more in-depth discussions related to grade disputes or assistance with content comprehension. Telephone calls are welcome at the office during office hours. Emails are answered as time permits during office hours.

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

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.

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.

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 well-being 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/
FYC 4212 Contemporary Youth Problems (CYP)  
Spring 2014--Tentative* Course Outline and Assignments

Dr. Rosemary V. Barnett, Professor, Youth Development & Public Policy  
G083 McCarty Hall B, 352-273-3519

*Unless otherwise stated on E-Learning in Sakai or in class, all assignments are DUE on each corresponding date. Deadlines may be modified by the instructor due to pacing or unforeseen circumstances, such as natural disasters, etc. The Instructor reserves the right to change films or modify assignments as needed to accommodate the time required for lecture delivery.

All “Web” materials are loaded on Sakai unless otherwise noted. These materials are included in what will be on each test. Please print, read and bring to class for discussion. We do not bring them to class for you. You are responsible for printing all materials in order to save you a lab fee.

*PLEASE NOTE THAT ON CLASS PERIODS OF TWO HOURS THAT MATERIAL FOR THE NEXT DATE MAY BE DISCUSSED*

<table>
<thead>
<tr>
<th>Week #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT*</th>
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</table>
| 1      | Class Introduction  
CH 1  
Adolescence | 1/07/14  
Tuesday | Introduction to CYP/Adolescence & Emerging Adulthood  
Discuss: Course Assignments | Read: Arnett, Chapter 1 Intro, pp. 2-31.  
Review: syllabus; discuss course requirements |
| 1      | CH 13 Youth Problems | 1/09/14  
Thursday | Problems and Resilience  
The differences between Youth Externalizing Problems and Youth Internalizing Problems  
-Use this chapter content as a framework for reading and discussion for the other chapters. |
| 2      | CH 13 Youth Problems | 1/14/14  
Tuesday | Externalizing/Internalizing Problems | Read: Arnett Chapter 13, Problems, pp. 371-379. |
| 2      | CH 13 Youth Problems | 1/16/14  
Thursday | Youth Internalizing Problems | Read: Arnett Chapter 13, Problems, pp. 379-393. |
| 3      | Special Topic | 1/21/14  
Tuesday | Special Topic: Suicide Prevention  
Dr. Meggen Sixbey |  |
| 3      | CH 12 Media | 1/23/14  
Thursday | Media | Arnett, Chapter 12, pp. 336-361 |
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| 4 | FILM | 1/28/14 Tuesday | **Film:** *Hip Hop: Beyond Beats and Rhymes*  
61 Minutes.  
BE ON TIME.  
Cultural Beliefs | **Read:** Chapter 12 Media  
**Assignment 1:** Complete the worksheet in class and type your film reaction response paper--both to be turned in next class period. |
| 4 | CH4 Culture | 1/30/14 Thursday | Cultural Beliefs | **Read:** Arnett, Chapter 4, pp. 94-112 |
| 5 | CH4 Culture | 2/4/14 Tuesday | Cultural Beliefs  
**Extra Credit:** Adolescents, Drugs, Violence and Sexuality in the Media | **Read:** Arnett, Chapter 4, pp. 112-121  
**Extra Credit Opp:** Bring in an example of how drugs, violence, or sexuality are portrayed in the media. Be prepared to present the video that you have found (3-4 minutes max). Submit the required information for extra points. (See Handout.) |
| 5 | TEST REVIEW | 2/6/14 Thursday | Test 1 Review | **CHAPTERS 1, 13, 12 & 4 FILMS & ASSIGNMENTS CLASS DISCUSSIONS** |
| 6 | TEST ONE | 2/11/14 Tuesday | **TEST 1**  
ARRIVE 5 MINUTES EARLY.  
YOU MAY NOT TAKE THE TEST IF >10 MINUTES LATE.  
BRING #2 PENCIL. | **CHAPTERS 1, 13, 12 & 4 FILMS & ASSIGNMENTS CLASS DISCUSSIONS** |
| 6 | CH 2 Biological | 2/13/14 Thursday | Biological/Pubertal Development | **Read:** Arnett, Chapter 2, pp. 32-44 |
| 7 | CH 2 Biological | 2/18/14 Tuesday | Biological/Pubertal Development | **Read:** Arnett, Chapter 2, pp. 44-59. |
| 7 | CH 3 Cognitive CHAPTER | 2/20/14 Thursday | Piaget, Post-formal thinking, information processing | **Read:** Arnett, chapter 3, pp. 60-80. |
| 8 | CH 3 Cognitive | 2/25/14 Tuesday | Critical thinking  
Decision  
Social Cognition | **Read:** Arnett, Chapter 3, pp. 80-93. |
| 8 | CH 5 Gender | 2/27/14 Thursday | Gender  
Masculine and Feminine Gender Roles | **Read:** Arnett, Chapter 5, pp.135-147 |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td>3/11/14</td>
<td>Spring Break</td>
<td>Read: Arnett, Chapter 6, pp. 147-165</td>
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<tr>
<td>3/13/14</td>
<td>Spring Break</td>
<td>Read: Arnett, Chapter 6, pp. 165-173</td>
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<tr>
<td>3/18/14</td>
<td>Test Review</td>
<td>Review/Study</td>
</tr>
<tr>
<td>3/20/14</td>
<td>Film</td>
<td>Assignment 3: Complete the worksheet in class and type your film reaction response paper--both to be turned in next class period.</td>
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<tr>
<td>3/25/14</td>
<td>Test Two</td>
<td>Test 2 will cover all material covered since test 1. CHAPERS 2, 3, 5, 6, &amp; 13 FILMS &amp; ASSIGNMENTS CLASS DISCUSSIONS</td>
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<tr>
<td>3/27/14</td>
<td>CH 7 Family</td>
<td>Read: Arnett, Chapter 7, pp. 174-209</td>
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<td>4/1/14</td>
<td>CH 8 Friends</td>
<td>Read: Arnett, Chapter 8, pp. 210-230</td>
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<tr>
<td>4/3/14</td>
<td>CH 8 Friends</td>
<td>Read: Arnett, Chapter 9, pp. 230-239</td>
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<tr>
<td>4/8/14</td>
<td>CH 9 Love and Sexuality</td>
<td>Read: Arnett, Chapter 9, pp. 250-275</td>
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<tr>
<td>4/10/14</td>
<td>CH 9 Love &amp; Sexuality</td>
<td>Read: Arnett, Chapter 9, pp. 260-275</td>
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<td>15 Film</td>
<td>4/15/14 Tuesday</td>
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<td>15</td>
<td>Test 3 Review</td>
<td>4/17/14 Thursday</td>
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<tr>
<td>16</td>
<td>TEST 3</td>
<td>4/22/14 Tuesday</td>
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