Instructor: Dr. LaToya J. O’Neal  
Email: latoya.oneal@ufl.edu  
Office Hours: Thursday afternoons; by appointment only

The instructor reserves the right to adjust the syllabus to meet the objectives of the course.

Course Description
This course explores the evolution of modern communities and concepts of community and uses sociological theories to explain community-level phenomena. As community practitioners, students will need to understand the populations they work with and use community theories to design robust and effective community-based programs. We will look specifically at the interaction between children, families, and the communities they live in and analyze implications for community practice.

Learning Outcomes
By the end of this course, you will be able to:
1. Identify and understand the roles and functions of communities in the larger social system;  
2. Use social theory to understand and analyze issues facing contemporary communities;  
3. Analyze the interaction between children, families, and the communities they live in and how characteristics of communities’ impact social processes; and  
4. Use social theory to evaluate the potential impacts of different kinds of programs designed to address the problems that face contemporary communities.

Required Materials
This class requires you listen to podcasts, read blog posts, watch videos, and read journal articles or book chapters before attending class. Book chapters are available on Canvas, but students are responsible for locating all other class prep materials themselves. The course calendar provides a full APA reference for each class prep assignment. All journal articles can be accessed via the UF Library website for free if accessed using campus Wifi or the UF VPN. Students should never need to pay for access to class prep materials. Links are provided for blogs and/or podcasts, however, sometimes links change and those provided may be inactive at times; students are still responsible for locating and completing class prep materials using the APA reference if a link is broken. All podcasts can be accessed through any podcast app or through a web browser. In some cases, a full transcript is available if accessed Online (this is noted for you on the course calendar); students with disabilities needing a written transcript to successfully complete the class prep assignment should contact the instructor immediately for an alternate class prep assignment if a transcript is not available.

Disclaimer: On some occasions, the content of the class prep material may be provocative or biased in some way. This content was intentionally selected to facilitate discussion and provoke critical thinking; this does not mean that I support the ideas expressed or am advocating for a particular set of beliefs and values.

Communication Policy
- Email: I will respond to emails within 48 hours. Please contact me via email through Canvas only. UF policies prohibit me from discussing your grade through any other email servers.  
- Office Hours: Office hours are available by appointment only. You can schedule a time to meet with me by sending me a message in Canvas.
Grading
Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>PlayPosit Modules</td>
<td>300</td>
</tr>
<tr>
<td>Draft Individual Sections</td>
<td>60</td>
</tr>
<tr>
<td>Individual Paper Sections</td>
<td>100</td>
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<tr>
<td>Draft Interview Questions</td>
<td>25</td>
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<tr>
<td>Interview Transcript &amp; Organizational Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Theoretical Comparison</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>685</strong></td>
</tr>
</tbody>
</table>

Grade Ranges:

- **A** = 93.50% and above
- **A-** = 90.00-93.49%
- **B+** = 86.50-89.99%
- **B** = 83.50-86.49%
- **B-** = 80.00-83.49%
- **C+** = 76.50-79.99%
- **C** = 73.50-76.49%
- **C-** = 70.00-73.49%
- **D+** = 66.50-69.99%
- **D** = 63.50-66.49%
- **D-** = 60.00-63.49%
- **E** = 59.99% and below

Current UF grading policies, including grade points assigned per letter grade, can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Policy Regarding Requests for Grade Changes When Final Grades Post
Earn the points needed for the grade you are seeking throughout the semester. Once grades have been posted, please do not reach out for a bump up to the next grade UNLESS you see a miscalculation.

Attendance & Make-up Work
This course is delivered asynchronously online, therefore attendance will not be taken nor will it count towards the course grade. Make-up work will be permitted consistent with the university attendance policy:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Policy Regarding Late Work
All assignments are to be submitted via Canvas by the date and time indicated on the course calendar and on Canvas. **No late work is accepted.**

APA Formatting Guidelines
Use the APA Style Guide, 7th Edition to complete all assignments in this course. Use proper APA formatting for all components of an assignment including in-text citations, tables and figures, appendices, section headings, title, abstract and references. The FYCS Department has chosen to use the Professional title page guidelines, **not the student title page format.** Guidelines for formatting can be found in:


**Note:** There are many citation generators and APA guides available online. While these can be good resources, they often produce citations that are incomplete or incorrectly formatted. If you use a citation generator for your work, it would be wise to review the references to ensure they are formatted correctly before submitting your assignment. **The only source that ensures 100% compliance with APA is the APA Style Guide itself.**
Troubleshooting Technical Issues
Students should contact the UF Help Desk at 352-392-HELP/4357 or at helpdesk@ufl.edu with all technical issues. Some issues may be resolved using resources on the Help Desk website: helpdesk.ufl.edu. Do not contact the instructor or TA to help you solve a technical issue. If a technical issue is impeding your ability to submit an assignment on time, send an email to the instructor explaining the situation and provide your UFIT ticket number (assigned to you by the Help Desk). Accommodations will not be made for technical issues unless a UFIT ticket number is provided.

Policy Regarding Privacy in Online Courses
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Policy Regarding Testing Accommodations
- Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.
- Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

Online Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevaluas.aa.ufl.edu/public-results/.

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. 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: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

We will do quite a bit of group work in this class and I encourage you to work and study with colleagues outside of class. However, on tests, and for some assignments, you are on your own.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s resources. The following resources are available 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.

Health and Wellness Resources
- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center**: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center**: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- **University Police Department**: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources
- **E-learning technical support**: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- **Library Support**: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- **Writing Studio**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- **Student Complaints On-Campus**: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- **On-Line Students Complaints**: distance.ufl.edu/student-complaint-process/
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<thead>
<tr>
<th>Weekly Dates</th>
<th>PlayPosit Module Learning Objectives</th>
<th>PlayPosit Module Due Date</th>
<th>Other Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Course Introduction</strong>&lt;br&gt;• Articulate course requirements and expectations of students&lt;br&gt;• Identify their discussion group&lt;br&gt;• Explain the operating procedures for class discussions</td>
<td>Jan. 9</td>
<td>“Choose Your Project Topic” Online Discussion&lt;br&gt;Jan. 9</td>
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<td><strong>Week 1</strong></td>
<td><strong>What is Community?</strong>&lt;br&gt;• Describe the term community by drawing from personal experiences and our scientific understanding of the concept&lt;br&gt;• Determine the factors that affect a sense of community&lt;br&gt;• Explain how the group-based elements of community affect sense of community for different social groups</td>
<td>Jan. 9</td>
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<td>(Jan. 5 – Jan. 9)</td>
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<td>Week 2</td>
<td><strong>Schools &amp; Communities</strong>&lt;br&gt;• Explain the role of schools in shaping communities&lt;br&gt;• Evaluate the ability of schools to address community needs</td>
<td>Jan. 16</td>
<td>Project Group Discussion: Problem Identification, Individual Assignments, Organization Selection&lt;br&gt;Jan. 16</td>
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<td><strong>Week 2</strong></td>
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<td>(Jan. 10 – Jan. 16)</td>
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<td>Week 3</td>
<td><strong>Families, Children &amp; Youth in Communities</strong>&lt;br&gt;• Explain how physical, economic, and social characteristics of communities’ impact child and family development&lt;br&gt;• Differentiate community-level factors from individual- or household-level factors&lt;br&gt;Evaluate how community-level factors impact sense of community and the group-based elements of community for different social groups</td>
<td>Jan. 23</td>
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<td><strong>Week 3</strong></td>
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<td>(Jan. 18 – Jan. 23)</td>
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<td>Week 4</td>
<td><strong>Social Networks &amp; Social Capital</strong>&lt;br&gt;• Define the functions and characteristics of social networks&lt;br&gt;• Consider opportunities for community practitioners to enhance social networks&lt;br&gt;• Relate the presence or absence of community-level social support to specific outcomes for children, families, and youth&lt;br&gt;• Illustrate the importance of social capital for community members&lt;br&gt;• Explain the relationship between social capital and trust&lt;br&gt;• Consider the impact of community diversity on social capital</td>
<td>Jan 30</td>
<td>Draft Interview Questions&lt;br&gt;Jan. 30</td>
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<td><strong>Week 4</strong></td>
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<td>(Jan. 24 – Jan. 30)</td>
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<td>Week 5</td>
<td><strong>Social Exclusion</strong>&lt;br&gt;• Examine how and why certain communities are excluded&lt;br&gt;• Explain the effects of social inclusion and exclusion on social capital, social networks, and individual-level outcomes&lt;br&gt;• Articulate individual biases that contribute to exclusion and prevent the creation of inclusive environments&lt;br&gt;• Explain the cycle of poverty and its effect on communities, particularly on social exclusion</td>
<td>Feb. 6</td>
<td>Project Group Discussion: Setting an Interview Time&lt;br&gt;Feb. 6</td>
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<td><strong>Week 5</strong></td>
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<td>(Jan. 31 – Feb. 6)</td>
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| Week 6 (Feb. 7 – Feb. 13) | None | Draft Individual Paper Sections
Feb. 13 |
|--------------------------|------|-------------------------------|
| **Week 7** (Feb. 14 – Feb. 20) | **Multiculturalism in Communities**  
- Understand ways of conceptualizing multiculturalism using the Intercultural Development Continuum  
- Analyze public discourse using the Intercultural Development Continuum  
- Hypothesize the effects of various cultural orientations on social inclusion and exclusion  
- Examine the intersectionality between culture, race and ethnicity and neighborhood poverty | Feb. 20 |
| **Week 8** (Feb. 21 – Feb. 27) | **Creating Inclusive Communities**  
- Assess the role of community characteristics in creating diverse and inclusive communities (thereby enhancing social capital and social support)  
- Distinguish between various types of citizen participation.  
- Develop engagement strategies that are inclusive, equitably distribute power and build community capacity. | Feb. 27 |
| **Week 9** (Feb. 28 – Mar. 4) | **Theoretical Perspectives: Symbolic Interactionism**  
- Use symbolic interactionism to explain a community problem  
- Choose effective strategies for addressing a community problem using a symbolic interactionist approach | March 4  
Final Individual Paper Sections
March 4 |
| **Week 10** (Mar. 14 – Mar. 20) | **Theoretical Perspectives: Conflict Theory**  
- Explore the role of capitalism in producing social stratification and inequality  
- Use conflict theory to explain a community problem  
- Choose effective strategies for addressing a community problem using a conflict theorist approach | Discussion Board: Theoretical Comparison – Round 1  
March 20 |
| **Week 11** (Mar. 21 – Mar. 27) | **Theoretical Perspectives: Structural Functionalism**  
- Explain the role of social institutions in creating and maintaining communities  
- Use the structural functionalist theories, social pathology, and social disorganization, to explain a community problem  
- Choose effective strategies for addressing a community problem using a structural functionalist approach | March 27  
Interview Summary & Organizational Analysis
March 27 |
| **Week 12** (Mar. 28 – Apr. 3) | **Theoretical Perspectives: Social Psychological Theory**  
- Use social psychological theory to explain a community problem  
- Choose effective strategies for addressing a community problem using a social psychological theorist approach | April 3 |
| **Week 13** (Apr. 4 – Apr. 10) | **Theoretical Perspectives: Critical Theory**  
- Use critical theory to explain a community problem  
- Choose effective strategies for addressing a community problem using a critical theorist approach | April 10  
Discussion Board: Theoretical Comparison – Round 2  
April 10 |
| **Week 14** (Apr. 11 – Apr. 17) | None | N/A |
| Week 15 (Apr. 18 – Apr. 20) | None | N/A | Final Theoretical Comparison April 20 |