Foundations of Youth Development – FYC3201

**Class Time:** M, W, and F 10:40am – 11:30am

**Class Location:** FAC 0127 (Fine Arts C)

**Instructor**: Tennisha Riley Ph.D. **Office Location**: McCarty Hall (room 3028A) or Zoom

**Email**: tennriley03@ufl.edu **Office Hours**: by appointment …come see me!

**Graduate Teaching Assistant**: Erin Vines **Office Location**:

**Email:** erinvines@ufl.edu **Office Hours**:

# ***Required Text(s):***

1. Berk, L. E. (2022). Infants, children, and adolescents: Prenatal through middle childhood. SAGE Publications (ninth edition). ISBN-13: 9781071895061

# ***Additional Required Readings:***

Additional readings for the course will be posted on Canvas. If you have trouble accessing course materials, please contact me directly via email.

# ***Course Description:*** This course introduces youth development (ages 6-18) principles utilizing an ecological framework. Major theories relevant to domains of development are introduced. 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 the context of family, school, and community are emphasized throughout the course.

# ***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:

1. Describe the major milestones and changes in physical, cognitive, social and emotional development that occur in middle childhood, adolescents and emerging adulthood.
2. Identify and apply major theories and research that help us understand and explain development throughout this period.
3. 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.
4. Critically evaluate issues affecting youth development as they impact your life now and in your future roles as a family member, a citizen, and as a professional.
5. Facilitate a learning community through class discussion and collaboration.

# ***Course Requirements:***

1. Attendance: Please note, that class participation is an important process of learning the course material. You are

expected to attend each class on time, and to meaningfully participate in class discussions. Just-in-time

assignments, class discussions, and in-class activities will be graded as participation credit. If you have a concern

about missing class for personal reasons, please schedule a time to speak with me during office hours. Any absences due to religious holidays should be discussed with me well in advanced (preference is during the first two weeks of the semester). More than five missed classes will result in your final grade being dropped by one letter grade.

1. Readings: All readings (assigned textbook chapters and additional readings) should be completed by the due date based on the weekly schedule below. Reading will guide the discussions you have within our learning community and will impact your ability to contribute to other class activities. Below are the assignments that will support your reading and conceptualization of course materials;
2. Just-In-Time (JIT) Reading Assignments (**5 points each**): Students will complete a weekly JIT assignment based on the assigned readings. **JIT assignments are due an hour before each Wednesday class** and are meant to inform class discussion. The instructor will provide the JIT questions on the course Canvas website. JITs will include four parts: 2 questions that critically evaluate the content of the reading and 2 open-ended reflections for each reading. Students’ responses are graded on the understanding of course material and depth of reflection. The goal of this assignment to guide your knowledge of course content and facilitate open discussion in class. Completion of this assignment includes;
	* + - 1. Attending Class.
				2. Reading course materials assigned for the week.
				3. Submitting responses to JIT questions and open reflection by the due date (1 hour before Wednesday’s class). \*see syllabus for readings and due dates.
				4. **Do Not** summarize the course readings, instead follow the questions and reflection prompts posted in the JIT assignment and think about: (1) what interested you most about the related to the course topic, (2) how the course content may have influenced your previous thoughts about adolescents, (3) any relationships between the course content and your life or the life of others, particularly thinking about your future career working with adolescents.
3. Final Group Project Outline (**25 points**): As a mid-semester checkpoint you will submit an outline of your final group project. Your outline should include the topic of interviewees, methods and questions you will use, and hopeful learning outcomes. For this assignment students are graded on their current understanding of theoretical models and empirical evidence of youth development, depth of case study in progress, organization, and timeliness.
4. Exams (**75 points each**) There will be 3 exams. All exams include multiple-choice as well as some short-answer questions. In each course lecture I will make an effort to clearly note the topics that will be emphasized on exams. The course lectures will be posted to Canvas to provide you with a study guide. Dates of exams are listed in the class schedule below. Please take note that the last exam due date is scheduled during exam week.
5. Group Final Project (**70 points for presentation + 10 points based on peer review**): The remaining points for your final project will come from the completed group assignment. For the final project, students will complete an investigative project as a collaboration. The goal is to synthesize your knowledge of youth development. Guidelines for the paper include:
	1. **Choice of interviewee**. Within your group, you will identify at least 3 adults and 1 youth. Examples include a caregiver of a youth between 6 – 18 years old, your parenting partner, a teacher, a youth community leader/mentor, youth pastor, etc. Each group will then complete a total of 4 investigative interviews with their chosen interviewees (approximately 20 minutes). Please follow ethical guidelines and DO NOT report the interviewee’s name or any other identifying information. You are also required to inform the caregiver that the youth interviewee that this is for a course, and therefore the interview is NOT CONFIDENTIAL as it will be shared with the course instructor. However, please DO inform them that their identity (name, address, contact) will not be shared and will remain anonymous. While there is no guideline for specific questions to ask, you should consider topics related to theory, development, and cultural context discussed in the course to help guide the responses.
	2. **Gather information and prepare presentation, summary.** Once your interviews are complete you will gather the information from your interviews and develop a cohesive presentation. Along with your presentation you must include a brief 3-page (double-spaced) summary of learned concepts. Your presentation and summary should provide, as a group, a brief description of the purpose of the interview, followed by how context has shaped a particular area of youth development, as well as challenges they may face during development, and how the family or professionals may deal with this challenge. Use foundational theory related to guide your thinking.

The purpose of the final paper is to apply what you have learned over the course of the semester to a real-life application of youth development. Think about the broader ecological context and be sure to include unique and diverse issues relative to the youth if it is applicable (e.g., disabilities, first-generation U.S., immigrant family, sexual and gender identity). Please properly cite any resources you use for your final paper, including the course text or readings. Resources for writing in APA 7th edition format can be found by visiting the [OWL Purdue Webpage for more help](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

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| **Course Grading Scale** | **Final Letter Grade** |
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 59 and below | Failing (E) |

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| **Course Grades** | **Points** | **Your Points** |
| JIT Assignments | 60 |  |
| Exams | 225 |  |
| Final Project Outline | 25 |  |
| Final Project | 80 |  |
| **TOTAL**  | **390** |  |

# **Course Policies**

1. Late work: The course materials and schedule have been thoughtfully outlined. Therefore, **there will be no late work accepted for the course.** If you have concerns or you are dealing with circumstances that prevent you from engaging in the class timeline for assignments, please contact me directly in a timely manner; rileytn@iu.edu.
2. Respect for Diversity: Our classroom is a place where diversity is accepted, encouraged, and valued. The differences between class members are embraced, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.
3. Changes to the Syllabus: As the instructor, I reserve the right to amend or change the course syllabus and scheduled timeline at any time during the semester. I will notify students if any changes are made well in advance.

# **University Policies and Regulations**

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](https://disability.ufl.edu/) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.
2. Religious Obligations: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](https://archive.registrar.ufl.edu/catalog1011/policies/regulationattendance.html#:~:text=Students%2C%20upon%20prior%20notification%20to,activities%20covered%20in%20their%20absence.)
	1. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
	2. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
	3. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.
	4. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
	5. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: As a student at UF, you are expected to adhere to the standards and policies detailed in…. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include receiving a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.
4. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:
5. It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or UF’s Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about title IX policies to learn more visit the [UF title IX policy webpage](https://titleix.ufl.edu/).
6. Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported to the [Division of Student Affairs Respect Team](https://respect.ufsa.ufl.edu/). Reports can be made anonymously if desired.

# **Course Outline and Assignment Due Dates**

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|  | **Date** | **Course Lectures and Readings** | **Assignments Due** |
| Week 1 | Aug 23rd  | **Course Introduction and Expectations** |  |  |
| Aug 25th  | **Theories of Youth Development** | Reading(s):* Chapter 1: History, Theory, and Research Strategies
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| Week 2 | Aug 28th  | **Theories of Youth Development**  | Reading(s):* Chapter 1: History, Theory, and Research Strategies
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| Aug 30th  | **Theories of Youth Development**  | Reading(s):* Chapter 1: History, Theory, and Research Strategies
 | JIT: TBD |
| Sept 1st  | **OFC – GROUP WORK** |  | **Develop Group Final Project and Interview Assignments** |
| Week 3 | Sept 4th  | **Labor Day Holiday – NO CLASSES** |  |  |
| Sept 6th  | **Context + Environment** | Reading(s):* Chapter 2: Genetic and Environmental Influences
 | JIT: TBD |
| Sept 8th  | **OFC – GROUP WORK** |  | **Submit Group Project Interview Assignments by 11:59 pm** |
| Week 4 | Sept 11th  | **Context + Environment** | Reading(s):* Chapter 2: Genetic and Environmental Influences
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| Sept 13th  | **Context + Environment** | Reading(s):* Chapter 2: Genetic and Environmental Influences
 | JIT: TBD |
| Sept 15th  | EXAM 1 |  |  |
| Week 5 | Sept 18th  | **Middle Childhood** | Reading(s):* Chapter 11: Physical Development in Middle Childhood
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| Sept 20th  | **Middle Childhood** | Reading(s):* Chapter 11: Physical Development in Middle Childhood
 | JIT: TBD |
| Sept 22nd  | **OFC – GROUP WORK** |  | **Submit Group Outline by 11:59 pm** |
| Week 6 | Sept 25th  | **Middle Childhood** | Reading(s):* Chapter 11: Physical Development in Middle Childhood
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| Sept 27th  | **Middle Childhood** | Reading(s):* Chapter 12: Cognitive Development in Middle Childhood
 | JIT: TBD |
| Sept 29th  | **OFC – GROUP WORK** |  | **Collab and Interview Day** |
| Week 7 | Oct 2nd  | **Middle Childhood** | Reading(s):* Chapter 12: Cognitive Development in Middle Childhood
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| Oct 4th  | **Middle Childhood** | Reading(s):* Chapter 12: Cognitive Development in Middle Childhood
 | JIT: TBD |
| Oct 6th  | **Homecoming – BE SAFE!!**  |  |  |
| Week 8 | Oct 9th | **Middle Childhood** | Reading(s):* Chapter 13: Social and Emotional Development in Middle Childhood
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| Oct 11th  | **Middle Childhood** | Reading(s):* Chapter 13: Social and Emotional Development in Middle Childhood
 | JIT: TBD |
| Oct 13th  | **OFC – GROUP WORK** |  | **Collab and Interview Day** |
| Week 9 | Oct 16th  | **Middle Childhood** | Reading(s):* Chapter 13: Social and Emotional Development in Middle Childhood
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| Oct 18th  | **Adolescence Mini Intro** |   | JIT:Adolescent myths and stereotypes |
| Oct 20th  | EXAM 2 |  |  |
| Week 10 | Oct 23rd  | **Adolescence** | Reading(s):* Chapter 14: Physical Development in Adolescence
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| Oct 25th  | **Adolescence** | Reading(s):* Chapter 14: Physical Development in Adolescence
 | JIT: TBD |
| Oct 27th  | **OFC – GROUP WORK** |  | **Collab and Interview Day** |
| Week 11 | Oct 30th  | **Adolescence** | Reading(s):* Chapter 14: Physical Development in Adolescence
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| Nov 1st  | **Adolescence** | Reading(s):* Chapter 14: Cognitive Development in Adolescence
 | JIT: TBD |
| Nov 3rd  | **OFC – GROUP WORK** |  | **Collab and Writing Day** |
| Week 12 | Nov 6th  | **Adolescence** | Reading(s):* Chapter 14: Cognitive Development in Adolescence
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| Nov 8th  | **Adolescence** | Reading(s):* Chapter 14: Cognitive Development in Adolescence
 | JIT: TBD |
| Nov 10th  | **Veteran’s Day Holiday – NO CLASSES** |  |  |
| Week 13 | Nov 13th  | **Adolescence** | Reading(s):* Chapter 14: Social and Emotional Development in Adolescence
 | **Adolescence** |
| Nov 15th  | **Adolescence** | Reading(s):* Chapter 14: Social and Emotional Development in Adolescence
 | JIT: TBD |
| Nov 17th  | **OFC – GROUP WORK** |  | **Collab and Writing Day** |
| Week 14 | Nov 20th  | **Adolescence** | Reading(s):* Chapter 14: Social and Emotional Development in Adolescence
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| Nov 22nd  | **Thanksgiving Break – NO CLASSES** |  |  |
| Nov 24th  | **Thanksgiving Break – NO CLASSES** |  |  |
| Week 15 | Nov 27th  | **Emerging Adulthood** |  |  |
| Nov 29th  | **Emerging Adulthood** |  |  |
| Dec 1st  | **OFC – GROUP WORK** |  | **Collab and Writing Day** |
| Week 16 | Dec 4th  | **Final Group Project Presentations** |  |  |
| Dec 6th  | **Final Group Project Presentations** |  |  |
| Dec 8th  | **Reading Day – STAY FOCUSED!!!** |  |  |
| Finals Week | Dec 9th – 17th  | EXAM 3 | **Submit your exam by 11:59pm December 17th**  |  |