Hello and Welcome to Youth Development. I am Kate H. Fletcher, M.S., Senior Lecturer, and my Co-Instructor is Erin Vines, Doctoral Student in the Department of Family, Youth and Community Sciences. We are your instructors for the semester, and we are super excited that you've chosen to take this course with us.

We look forward to spending this semester with you; learning, growing & transforming together.

Let's make this semester meaningful & worthy of our time.

FYC3201: Foundations of Youth Development
Class # **13180**, 3-credits, PreReq/CoReq: FYC3001
Days & Period: MWF – 4th Period (10:40am – 11:30am)
Location: TBD

Are you ready to dive into the syllabus?

Let's Do This!

Meet your Instructors and Undergraduate Teaching Assistants (UGTAs):

Kate Fletcher, M.S., (she/hers)	Erin Vines, M.S., (she/hers)
Senior Lecturer | FYCS **Doctoral Student |** AEC Leadership Development Academic Advisor, Co-Director UF in Galway & Gweedore Study Abroad Program	**Co-Instructor |** FYCS **Doctoral Student |** Youth Development and Family Sciences
Advising: TBD, **McCarty B G085 or Zoom**	**Advising:** TBD, **McCarty B G091 or Zoom**
Email: khfletch@ufl.edu	**Email:** erinvines@ufl.edu
Phone: 352-273-3517	**Phone:** 865-223-4690
Canvas email is preferred for all class correspondence. We typically respond to emails within 24 hours M-F 8:00am-4:00am.	

UGTAs:

Kieryth Hyles
Isabella Leon
Aryanna Pabon
Danielle Summerton
Maggie Waring

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. 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.

FLETCHER TEACHING PHILOSOPHY

Hello and Welcome Gators. I'm Kate Fletcher and my motto for this class is *Where Passion and Purpose Meet*. I believe this motto is key to understanding who I am as an educator and what you can expect our classroom learning environment to be like. I want you to know that my passion meets my purpose through teaching. I love being an "EduGator," in particular teaching undergraduate students. I am a Senior Lecturer with a 100% teaching appointment in the Department of Family, Youth and Community Sciences (FYCS). FYCS – a long title with a relatively short description: we are an interdisciplinary applied social science major. What does that entail? Well, I lovingly refer to FYCS as the "Helping People through Prevention Science" major.

Figuring out my passion and purpose took overcoming several major changes as an undergrad, graduating with my bachelor's, taking a gap year, completing a master's degree, and finally being asked to teach a class at UF in FYCS. It wasn't until the second semester of teaching that I realized my true passion and purpose in life – to educate the next generation of world changers. You are a world-changer who is in pursuit of your passion and purpose. I hope to help facilitate this process through our classroom experiences utilizing experiential learning.

In order to become a world-changer you need to know how to meet people right where they are at, which is my main goal for each class that I teach. To teach you how to "*meet people right where they are at,*" I believe it is my responsibility to effectively model and implement this goal. Therefore, my teaching objectives are centered on the following: create a student-centered trust-based classroom, create a learning environment where you feel safe, supported, and encouraged to experiment with your passions and purpose. I believe our class content is enriched through service-learning, which will include reflection as a key component.

I also believe that by creating a welcoming learning environment and office hours experience for you, you will have a desire to learn and grow in your own knowledge and understanding. I believe that you will want to lean-in. I want our learning environment to be engaging and to provide you with ample opportunities to share your knowledge, be an active learner, and a critical thinker. I believe that you enter the classroom with your own knowledge base and learning style, together we will build on that base by exploring historical, current, and relevant theories, along with concepts and topics in the realm of FYCS. I want you to come alive in your learning, your growth, and your knowledge. I believe that your passions will come alive through course content and service-learning. In following these approaches, I will effectively facilitate a learning environment where collectively, we learn, we grow, we understand, we communicate, and we create a new lens by which to see the world so that you are properly equipped to be a world changer. In doing so, I believe you will discover what you are most passionate about and then pursue that purpose as a world changer.

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.
- Think critically about 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.
- Facilitate learning through class discussion, collaboration, and group work.

COURSE EXPECTATIONS

This is a ***highly interactive class*** with ***an exceptionally high level of student engagement.*** To make the most out of it, attendance is mandatory. Although your attendance is not recorded daily, your attendance and participation are critical factors in your success in our class**. It is strongly recommended and encouraged that you READ the assigned text BEFORE coming to class each day (see the course calendar for pages to read prior to coming to class).** This course will be useful for your future academic, personal, and career success. Please have readily available access to the APA 7th edition manual as you will use it for your case study paper

REQUIRED COURSE TEXTBOOKS

Berk, L. E. (2021). *Infants, children, and adolescents* (9th ed.). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological*

    Association (7th ed.). American Psychological Association.

GRADES: Grades will be based on the following criteria:

GRADING SCALE:

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%-

GRADE & GRADE POINTS: For information on current UF policies for assigning grade points, see:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

HOW TO SUCCEED IN THIS COURSE

- **There is a strong correlation between attendance, participation, reading the material before class, and a high letter grade at the end of the semester.**
- If you plan to do well at the end of the semester, *I encourage you to come to class prepared each day*. This includes:
  1. Reading the assigned pages before every class period.
  2. Attending class each class period.
  3. Participating in class in a manner that is comfortable with your personality.
  4. Preparing well for each assessment (see announcements for study guides).
  5. Finding a service-learning site in the first few of days of class – see the **googlesheet** for various service-learning opportunities.
  6. Committing your time & energy to this agency and the children/youth involved.
  7. Asking for assistance – you have several people to seek assistance from, including instructors, your UGTAs, and your peers - we are here to help each other succeed.
  8. Sleeping well, eating well, hydrating well, and practicing mindfulness are also essential for doing well in class and in life.
  9. Ask questions, especially when topics are not clear or not communicated well.

ASSIGNMENTS

Assessment/Assignment	Possible Points
Trainings and Course Engagement- 150 points	
FERPA BASICS	Out of 25 points
YOUTH PROTECTION TRAINING (YPT)	Out of 25 points
KOGNITO TRAINING	Out of 25 points
GET TO KNOW YOU (GTKY)	Out of 25 points
COURSE ENGAGEMENT, PARTICIPATION & ATTENDANCE	Out of 50 points
Service Learning- 150 points	
SERVICE-LEARNING INFO FORM (SLIF)	Out of 25 points
SERVICE-LEARNING JOURNAL 1 (PREFLECTION)	Out of 25 points
SERVICE-LEARNING JOURNAL 2 (REFLECTION)	Out of 25 points
SLJ1 PREFLECTION	Out of 25 points
SERVICE-LEARNING TIME LOG (SLTL)	Out of 50 points
Case Study- 200 points	
CASE STUDY PHASE 1	Out of 25 points
CASE STUDY PHASE 2	Out of 25 points
CASE STUDY PHASE 3	Out of 25 points
CASE STUDY PHASE 4	Out of 25 points
CASE STUDY PHASE 5 (FINAL PAPER)	Out of 100 points
Assessments- 100 points	
ASSESSMENT 1	Out of 50 points
ASSESSMENT 2	Out of 50 points
ASSESSMENT 3	Out of 50 points
ASSESSMENT 4	Out of 50 points
TOTAL POINTS	**Out of 600 points**
EXTRA CREDIT	**Up to 15 points**

FERPA BASICS – 25 points

- You will find the FERPA Basics "how to" information in Canvas Assignment.
- Please upload your **Certificate** of FERPA Basics to Assignments in Canvas.

YOUTH PROTECTION TRAINING (YPT) – 25 points

- You will find the Youth Protection (YPT) "how to" information in Canvas Assignments.
- Please upload your **Certificate** of YPT to Assignments in Canvas.

KOGNITO TRAINING – 25 points

- **Kognito** teaches you how to recognize and talk about signs of distress, express concerns appropriately, and encourage getting help. Therefore, you will complete the Kognito training and submit the certificate upon successful completion.
- Please upload your **Certificate** of Kognito to Assignment in Canvas.

GTKY – 25 Points (This is NOT an extra credit assignment)

- You'll find this assignment in Canvas & you'll submit this in Assignments.
- **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. Attach a recent picture of yourself to the GTKY &
    3. Upload a recent picture of yourself to your Profile in Canvas

COURSE ENGAGEMENT & PARTICIPATION – 50 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 it is also required.
- Half of your engagement & participation points (25 points) will come from completing **five** podcast episodes. There are between 10 & 15 podcast episodes to choose from this semester, and each podcast is worth 5 points.
    - It is your responsibility to choose which of the podcast episodes to complete. Please keep track of your submissions. If you miss or fail to submit any of the five podcast episodes on time, you will receive a zero; **there are no make-ups -> No Exceptions**.
- The other half of your engagement & participation points (25 points) will come from completing various in-class assignments and activities throughout the semester.

ATTENDANCE

- Each student is allowed to miss up to 5 days of class throughout the entire semester without penalty. Once you have reached 5 absences, if you choose to miss any additional days, you will be docked one full letter grade for each absence.
- These 5 days may not take place when being present in class is required (see course calendar for details), nor is it allowed on any Team-Project Friday unless otherwise discussed proactively with your instructors and you have received permission from your instructors.
- If you have concerns about missing class, please schedule a time to speak to your instructors during office hours.

SERVICE-LEARNING

SERVICE-LEARNING INFO FORM (SLIF) – 25 Points
- You will complete 20 – 25 hours of service-learning this semester.
- Please find the Service-Learning Info Form (SLIF) in Canvas in Assignments.
- Please follow the detailed instructions for the SLIF, which are found in Assignments in Canvas.
- Please find a **service-learning site** where you will work/tutor/mentor directly with a **youth** between **the ages of 6 to 18.** There are NO exceptions made regarding this age requirement.
- Please get started on securing a site for your hours immediately.
- To receive an extension for the SLIF please email **Kate Fletcher and Erin Vines** via Canvas email *Prior* to the SLIF due date and time.
- Failure to submit a signed SLIF by the mid-point check-in will result in a zero for this assignment and all other corresponding service-learning assignments for the class.

SERVICE-LEARNING JOURNALS (SLJ) (2 Journals at 25 points = 50 points total)
You will find the SLJs in the Assignments tab under Service-Learning in Canvas.
- These journals will describe your experiences at your service-learning site at 2 different points in the semester.
- Please provide significant thought & detail when answering each question. 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.
- APA 7th edition will be applied to all aspects of these Journals. This includes your cover page, your headers, in-text citations, paragraph styling, and references. In addition, spelling, grammar, and punctuation will also be factored into this grade. Please see the course calendar for the due dates.

SLJ1 PREFLECTION – 25 Points
1. **What are your current thoughts and feelings regarding your (upcoming) service-learning experience this semester?**

SLJ2 REFLECTION – 25 Points
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 this semester that have impacted my service-learning?**
7. **If I could change anything about my service-learning experience, what would it be and why?**

SERVICE-LEARNING TIME LOG (SLTL) (20 – 25 HOURS) – 50 Points
- You will find the Service-Learning Time Log (SLTL) in Canvas in Assignments.
- Your SLTL is a log of your hours that you will keep for the entire semester. This will document when & where you volunteer.
- For every hour you do not complete, towards your 20 – 25 hours, you will be docked 3.5 points.
- It is your responsibility to have your site supervisor sign your SLIF & your SLTL (upon completion of 20 – 25 hours).

- ○ You must obtain an authentic signature from your site supervisor. You are also responsible for signing your SLTL as well. Without these authentic signatures, you will receive a zero on your SLTL.
        - ○ You must total your number of completed service-learning hours on your SLTL document before submitting.
- With your service-learning site, you will interact with the children/youth as you observe, identify, and assess all domains of development. These observations will help you successfully complete many aspects of this course particularly your Case Study.
- It is your responsibility to follow all details & instructions on the SLTL.

CASE STUDY

PHASES 1 – 4, 4 x 25 points = 100 Points

The 4 Phases of the case study paper are divided accordingly by the modules we cover:
1. Phase 1 = Attachment & Temperament
2. Phase 2 = Physical Development
3. Phase 3 = Cognitive Development
4. Phase 4 = Social & Emotional Development

Think with the end in mind (Phase 5) when writing each of these Phases.
- Please refer to the course calendar (scroll down to the end of this document) for all due dates & you may also refer to Assignments in Canvas for more details.
- You are responsible for following all the objectives for this paper and the final phase for submission.
- You will apply the principles, theories, and concepts learned in FYC3201 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 grading rubric for each Phase. Please review each rubric <u>prior</u> to Each phase submission.
- APA 7th edition styling & formatting is required. Please consult your APA 7th edition manual to ensure proper formatting throughout
- Please update EACH Phase with the feedback you will receive from your instructor and GA/TA/UGTA (e.g., implement changes to phase 1 before submitting phase 2).

PHASE 5 = FINAL PAPER – 100 Points

- The Phase 5 will be the culmination of each of the first four Phases **reworked to perfection**.
- Please be mindful that you are encouraged to continue to add to each Phase, even after you have submitted each Phase, which will result in Phase 5 being a complete paper.
- A grading rubric is available in Canvas via Assignments.
- APA 7th edition styling & formatting is required, and APA styling will be worth 50% of your Final submission on this paper.

ASSESSMENTS

TWO-STAGE COLLABORATIVE ASSESSMENTS – 4 x 50 points = 200 Points

- **Assessment 1** will cover Chapters 1, 2, & 7 – please see the course calendar for specific pages that we will cover.
- **Assessment 2** will cover Chapters 11 & 14 – Physical Development in Middle Childhood and Adolescence

- **Assessment 3** will cover Chapters 12 and 15 – Cognitive Development in Middle Childhood and Adolescence
- **Assessment 4** will cover Chapters 13 and 16 – Social and Emotional Development in Middle Childhood and Adolescence.
- Please prepare well for each Assessment by getting a full night's sleep and eating before taking each Assessment. Doing these two things will ensure you to be at your most alert, which is more important than cramming the night/day before and attempting to pull an "all-nighter".
- Details of this 2-Stage Collaborative Assessment are in Canvas in each Assessment located in Quizzes. Please see Canvas for specific details.
- Failure to complete the online Individual Assessment will result in a zero. **There are no makeups** for any of the individual assessments.
- Failure to participate in any of the Group Assessments will result in a zero for that Specific Group Assessment grade; there are no makeups.
  - You will also lose 50% of your overall Assessment Grade (including the individual and group Assessment grade to equal your overall Assessment grade).

EXTRA CREDIT **(up to 15 points)**

- I greatly enjoy getting to know each of you & I would love to facilitate you getting to know each other better as well, therefore
  1. There will also be extra credit opportunities throughout the semester; these will be offered at the discretion of the instructor. Coming to class regularly is the absolute best way to ensure that you will be able to take full advantage of any extra credit opportunities that your instructor provides during class time.
  2. I offer each student the opportunity to earn 5 points extra credit by meeting as a class during the final three class periods of our semester. This is optional to participate in; since you've read all the way down to this point in the syllabus & want to get those 5 extra credit points, please show up for the final three days of class to participate.

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/UGRD/academic-regulations/attendance-policies/**
- 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 with your classmates to get notes, study together, etc - DO NOT contact your instructor.
- Late Assignments & Make-up Assignments: All late assignments will be penalized 5 Points for each business day late. 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. There are NO Makeups for Assessments.

ONLINE COURSE EVALUATION PROCESS
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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: https://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 https://ufl.bluera.com/ufl/ Summaries of course evaluation results are available to students at: https://gatorevals.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, 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/process/student-conduct-honor-code

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.

SERVICES FOR STUDENTS WITH DISABILITIES/VARYING ABILITIES
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, https://disability.ufl.edu/

**If you are working with Disability Resources, please have the DRC email us your accommodation letter during the first two weeks of the semester. Once received, we will be able to coordinate a plan for your success in our class.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing 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

  - **Counseling Services**
  - **Groups and Workshops**
  - **Outreach and Consultation**
  - **Self-Help Library**
  - **Wellness Coaching**
  - **U Matter We Care,** www.umatter.ufl.edu/
    - Care In Action – Self Referral
  - ***Career Connections Center***, **First Floor JWRU, 392-1601,** https://career.ufl.edu/
  - **Student Success Initiative,** http://studentsuccess.ufl.edu
  - **UF Field & Fork Food Pantry.**
    - **Many students operate on a very tight budget. For those struggling with access to food, UF offers free non-perishable food, toiletries, and fresh vegetables through the Field and Fork Pantry** https://fieldandfork.ufl.edu/

STUDENT COMPLAINTS

- **Residential Course:** https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/

COURSE CALENDAR

- Our Course Calendar is subject to change based on circumstance that are beyond our control
- If there are any changes, please expect to receive an Announcement via Canvas with any changes/updates/information, etc.
  - Please ensure your Canvas settings are set to receive Announcements via your ufl email