The instructor reserves the right to adjust the syllabus in order 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.

Readings & Class Prep
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 may not be active; 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; 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.

We will use class prep materials as the basis for in-class discussions so it is imperative students complete class prep ahead of time. On some occasions, the content may be provocative or biased in some way. This content was intentionally selected to facilitate discussion; this does not mean that I support the ideas expressed or am advocating for a particular set of beliefs and values.
Communication Policy

- Please contact me via email through Canvas or UF Email using your UF email account only. UF policies prohibit me from discussing your grade through any other email server. If you contact me using a non-UF email account I will respond requesting you send me an email using your UF account prior to answering your question.
- I try to respond to all emails within 24 hours or by the end of the next business day. Feel free to email me again if you have not heard back from me after 24 hours –sometimes emails are misplaced in a junk email folder or can be overlooked. You are welcome to stop by my office or call if you need to reach me sooner.
- Walk-in friendly office hours are posted at the top of this syllabus. Appointments may not be scheduled during walk-in friendly office hours. Additional appointment times are available at the website below. Although walk-ins are welcome at other times as well, the best thing to do is schedule a time for us to meet if you would like to meet in person. This ensures you don’t waste a trip and I’m available when you stop by. You can schedule an appointment to meet with me using this link: https://meetwithdrmoore.acuityscheduling.com

Grading
Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>In Class Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>45 points (9 @ 5 points each)</td>
</tr>
<tr>
<td>Post-Assessments</td>
<td>140 points (2 @ 70 points each)</td>
</tr>
<tr>
<td>Group Project</td>
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<tr>
<td>Draft Individual Sections</td>
<td>70 points</td>
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<tr>
<td>Final Individual Sections</td>
<td>70 points</td>
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<tr>
<td>Peer Review &amp; Reflection</td>
<td>20 points</td>
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<tr>
<td>Draft Interview Questions</td>
<td>20 points</td>
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<tr>
<td>Poster Presentation</td>
<td>50 points</td>
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<tr>
<td>Final Analysis*</td>
<td>100 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>545 points</strong></td>
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*These grades will be individually adjusted according to peer-evaluations.

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

**All of the following must be true for the student to be eligible to receive a grade of "I:"**

1) The student has completed a major portion of the course work with a passing grade (D or better),
2) the student is unable to complete course requirements because of documented circumstances beyond their control, and
3) the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).
In Class Participation
Participation in class is key for students to fully understand the concepts we discuss. In addition, the in class activities we do are to help students cognitively connect concepts together and integrate the ideas into their pre-existing knowledge. Students are expected to actively engage with their peers during class activities and be fully present during all lectures. “Fully present” means the student is not only physically in class but they are also actively listening and focused on class material and not outside distractions. Headphones should be put away during class and laptops should only be used for class purposes. Students distracted by their phones or working on other tasks on laptops will lose participation points for that class period. Students repeatedly off task will be asked to leave so they do not distract other students from learning.

Online Discussions
Preparing for class discussions is essential to your success in this class. Students are required to complete all class prep materials prior to the class period in which we will discuss the content by participating in an Online Discussion. Online Discussions are due on Sundays and Wednesdays by 5PM. Online Discussions cannot be submitted late or made-up for any reason. Students must complete their discussion post by 5PM the day assigned or they will receive a zero for that discussion; early submissions are encouraged.

The APA reference is given for each class prep assignment. Some readings are available on Canvas, you will need to locate any journal articles using the UF Library System. You can access Podcasts through any Podcast app or using the links provided. Note: Broken links are not an excuse for not completing a class prep assignment. If a link is broken, use the other elements of the reference to locate the assigned material Online.

Post-Assessments
Post-assessments will take place in class at the conclusion of a unit. There are two in-class post-assessments. The first will take place during one class period on the date designated on the course calendar. The second post-assessment occurs over several class periods; students spend the first two days watching a movie and will complete a writing assignment on the third day of class. Post-assessments are completed individually in class. Make-ups assessments will be granted on a case-by-case basis with proper documentation of an excused absence. Students have one week from the date of the scheduled post-assessment to complete a make-up; students will receive a zero for the post-assessment after that.

Note: Students with disabilities who receive extra time on exams or require a low-distraction environment for testing should make arrangements with the DRC to complete the Post-Assessment at the testing center.

Group Project
Students will work in teams of four on a group project throughout the semester. The group project requires students choose a problem negatively affecting children, families or youth in a community and research the problem, the population affected by the problem, and community-level factors affecting the problem and population. Groups will then select an organization that delivers intervention or prevention programs addressing the problem and interview an organizational representative. The concluding product of the project will be a final analysis and poster in which students analyze the theoretical perspective the organization uses to understand the problem and discuss the implications of considering community-level factors in their programs. More information about the group project and grading rubrics for each component is available in the Group Project Guide on Canvas.
Attendance Policy
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

First Classes Attendance Policy
According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.”

This policy will be in effect for FYC 3401 and attendance will be monitored on the first two days of class.

Policy Regarding Late Work & Canvas App
- All assignments are due on Canvas by 5PM on the date indicated on the course calendar unless otherwise noted.
- There is a 7-hour grace period (until 11:59PM on the due date) for online submissions. Late points will not be deducted during this time.
  - A grace period is intended to accommodate for any technical difficulties while trying to submit your assignment. If you wait until close to 11:59PM before attempting to submit your assignment for the first time and experience technical difficulties you will not be granted additional time as a result. My advice is to attempt to submit by the scheduled due date (5PM) and use the grace period to resolve technical issues that may arise, if any. Do not wait until 11:59PM to try and submit for the first time as work will not be accepted late (after 11:59PM) if something goes wrong.
- Assignments will not be accepted after the grace period ends without written instructor approval at least 24 hours prior to the scheduled due date (i.e. approval must be obtained via email by 5pm the day before an assignment is due).
- Assignments due in class will not be accepted late. These assignments must be turned in at the start of class to receive credit. There is no grace period for work due during class.

Caution: The Canvas app is a great tool for Canvas mail, announcements, and viewing your grades. It is not a great tool for submitting assignments. The uploading procedure is not reliable and your assignment may not upload properly, or at all. In addition to this, I am unable to see that you attempted to submit something using the app (I can view your activity when you access Canvas through an Internet browser). Therefore, do not submit assignments via the Canvas app. I will not accept your assignment should technical issues arise as a result of using the Canvas app to submit your work and the issue is not discovered until after the grace period ends.

APA Formatting Guidelines
Use the APA Style Guide, 6th 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. 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. I strongly encourage you **not** to use a citation generator for your work. If you do use one it would be very 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.**

Classroom Policies
- Make sure that your phone is turned to vibrate during class.
- Stay on task.
- Respect your fellow classmates and instructor.
- Come to class on time and prepared to participate.
- All students who are late on exam days (come into class once the first person has left) will not be able to take the exam and may only schedule a make-up at the instructor’s discretion.

Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure 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](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.

Academic Honesty
UF students are bound by The Honor Pledge, which states, “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.*” On all work submitted for credit by students 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.*” The Honor Code ([http://www.dso.ufl.edu/scct/process/student-conduct-honorcode/](http://www.dso.ufl.edu/scct/process/student-conduct-honorcode/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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 a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
  http://www.police.ufl.edu/

**Academic Resources**
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process

**Online Course Evaluation Process**
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**My Pledge to Students**
I love teaching. As a student in one of my courses there are a few things you should expect. First, I’m going to **challenge** you because I want you to experience growth—personal, academic and professional growth. Secondly, I want to create an **enjoyable** (yet, challenging) learning experience for you. My hope is you will like coming to class and discussing course materials with your peers and that you will find interest in topics you didn’t realize interested you. Along the way I also want to provide ample opportunity for you to **explore someone else’s perspective**—to critically evaluate the social world around you and understand it through someone else’s eyes. I consider this is one of the most important aspects of higher education and think it’s crucial we practice interacting with and understanding people who are not like us, because we will continue to be challenged by opposing perspectives our entire lives. In addition, I hope you leave my courses as a **better consumer of science** so that you are prepared to **constructively participate in public discourse** surrounding social issues. You are the future liaisons between social science and society—you need to be able to interpret how research impacts the everyday lives of citizens so that one day you can have the greatest impact possible in the world.
And finally, you should expect me to be fair, transparent and honest with you. I will always explain my reasoning for the decisions I make that affect students and I am open to conversations when those decisions seem unfair. My grading process is transparent and the assessment criteria are clearly explained – I never want you to struggle because you don’t understand what I’m asking you to do. Perhaps most importantly, I’ll tell you when I don’t know something and help you find the answer – in fact, I hope you ask questions I can’t answer so we can learn together! I strive to create a learning environment that fosters success, which in my opinion means you are comfortable participating in class, excited about the material and recognize its relevance in your life and you’re confident you understand what is expected of you. Creating this type of environment is a two-way street; it also requires effort on your part to come to class prepared and ask questions if things are unclear. Together I know we can make this course a great learning experience. I welcome any feedback that contributes to this goal – my door is always open.