Engaging Communities for Decision Making and Action
FYC 4932 Section 0004 Summer A
Meets in Rogers Hall Rm. 110 12:30-1:45 MTWRF
3 Credit Hours

Instructor: Jerry Culen, Ph.D., Associate Professor
Department of Family, Youth and Community Sciences
Office: G087 McCarty Hall B
Telephone: 352-273-3525
E-mail: grculen@ufl.edu

Office Hours: T 10:00a.m. to 12:00p.m. and R 1:45p.m. to 3:45p.m. or by appt. (Subject to change due to other university responsibilities). You may contact me to schedule appointments outside normal office hours.

Communication: Assignments, readings, Power Points and project resources will be posted in CANVAS the e-Learning platform for UF. Found at https://lss.at.ufl.edu
In general, my regular email, grculen@ufl.edu, is the best means to reach me. I will be checking email daily except for weekends and holidays.

Excused Absences: Please submit email request directly to me. You will be required to complete all missed assignments ASAP. (See below for details about excused absences.)

Course Description: Students survey citizens and analyze data of scientific technological environmental and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision-making skills as they relate to community issues.

Course Objectives:
Upon completion of the course students will be able to…
1. …identify and analyze community based problems and issues.
2. …apply the skills needed for the identification of data, proper data procurement and analysis related to the resolution of community issues.
3. …identify those skills and methods related to decision making at the community level that can be used in the resolution of issues.
4. …develop community action plans designed to help resolve the issues under investigation.
5. …identify key individuals and organizations whose participation in the action process are critical to issue remediation success.
6. …demonstrate the ability to communicate effectively with individuals and organizations involved with the issue under investigation.

Teaching/Learning Methods:
In this course, students actively engage in the practice of issue investigation and evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments.
Weekly Topics/Schedule/Reading Materials:
Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.

Course Schedule:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/READINGS</th>
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<tbody>
<tr>
<td>Week 1: Classes 1-2</td>
<td>Getting Acquainted. &lt;br&gt;Overview of course &lt;br&gt;Syllabus, Organization, Assignments. &lt;br&gt;Goals for Issue Instruction. &lt;br&gt;Textbook Review.</td>
<td>Syllabus</td>
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<td>Activity Events, Problems and Issues &lt;br&gt;Activity: List, Categorize and Prioritize Local and National Issues (Discussion). Issue Webs.(Chart Paper)</td>
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<td>Class 3</td>
<td>Case Study Approach. &lt;br&gt;Introduction to Issue Investigation: Beliefs and Values Activity: Where do you stand? The Value Fair Learning Environment. &lt;br&gt;The Basics of Issue Analysis: Training and Application. &lt;br&gt;What are the Values? Issue Articles. &lt;br&gt;Discuss Participatory Action Research</td>
<td>Class 4</td>
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<tr>
<td>Classes 5</td>
<td>More about Issue Analysis &lt;br&gt;Crisis in the Keys: Video Analysis &lt;br&gt;Issue Analysis on Your Own. Information or Advocacy. Reading Review.</td>
<td>Class 5</td>
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<tr>
<td>Notes:</td>
<td></td>
<td>R4: GMO readings R5: STS Text Ch. II</td>
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R7: STS Text CH III pp. 77-89. Summaries and references. |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Classes 7-8     | Continue Identifying an Issue for Investigation and Issue Journals: Assignment                                                                                                                      | Quiz 1 Class 9  
Class 10  
R8: STS Text pp. 59-76  
R10: STS Text pp.101-118 |
| Week 3: Classes 11-12 | No Class May 28 Memorial Day Using Surveys, Questionnaires and Opinionnaires to Collect Information. What is Driving Instrument Development? The Good the Bad and the Ugly of Survey/Instrument Development: What not to do.  
Investigation planning sequence: pp. 121-123  
Identify research questions for issue investigation.  
Begin developing surveys/instruments for issue investigation. | Class 12  
R13: STS Text pp. 119-125  
Class 14  
| Week 4: Classes 15-17 | **Finalizing your Issue Investigation Plan:**  
Research Questions  
Survey/Instrument Design  
Data Collection Procedures.  
**Final Approval of Issue Investigation.** | R16: STS Text Ch.VI |
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<td>Classes 18-19</td>
<td><strong>Begin Data Collection.</strong></td>
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| Week 5: Classes 20 | **Introduction to Data Interpretation:**  
Conclusions, Inferences and Recommendations.  
Activity: Deer Tale or Deer Tail?  
Generalizability and Representativeness: Problems and Concerns | R17: STS Text Ch. V  
R18: *CYD Anthology2002*  
Section II How Organizations Learn. pp. 31-37 |
| Class 23-24 | **Involving Citizens:**  
Issue Resolution Methods.  
Modes of Citizenship Action.  
Action Analysis Criteria.  
| Week 6: Classes 25-26 continued | **Completion of Issue Investigation Presentation.**  
| Classes 27-29 | **Issue Investigation Reports and Presentation of Community Action Plans:**  
Critiques, Discussion and Feedback. | Class evaluation |

**Textbook Information:**  
Required:  
Additional Reading / References:


In Terry, John, Editor-in-Chief. (2002). Community Youth Development Anthology 2002. Published in collaboration with The Institute for Just Communities and Brandeis University’s Institute for Sustainable Development at the Heller School for Social Policy and Management. Sudbury, MA.
In addition to the above, students will be required to identify and select readings pertaining to particular issues under study (see Topical Outline). These readings will be synthesized into an issue analysis/review and presented in class.

**Grading Criteria:**

<table>
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<tr>
<th>Points Possible</th>
<th>% Total</th>
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<tr>
<td>Class Participation, Attendance and Teamwork (Peer Evaluations)</td>
<td>100</td>
</tr>
<tr>
<td>Issue Analysis Notebook and Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Survey/Data Collection Techniques</td>
<td>75</td>
</tr>
<tr>
<td>Issue Investigation Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Issue Investigation Final Report and Community Action Plan</td>
<td>75</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Reading Reviews (5 points each)</td>
<td>100</td>
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<tr>
<td>Totals</td>
<td>500</td>
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**Working on a Team:**

For several assignments students will be randomly assigned to a team of three (3) to five (5) students. To be successful in a group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including in--person, via chat rooms, email messages, and telephone calls.

- **Be an active team player**
- **Contribute to the assignment and share the work load**
- **Share your thoughts about the process, problems, and concerns**
- **Provide constructive feedback to the other group members**
- **Remember that this is a learning process and should increase your knowledge**

**Peer Evaluation of Participation in Team Activities & Final Project:**

Group activities and assignments are truly intended to be team efforts, reflective of real--world professional practices. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person are particularly valued (more than suggested scores). Once all group assignments have been completed and submitted, each team member will be asked to score each of the other members of the team, including themselves, on a 10-point scale (keeping in mind the same grade ranges used for our course) based on each person's contribution to the research, preparation, and delivery of the group project/presentation and any class assignments involving team participation.

**Grading Scales and Expectations:**

- Grading Scale is as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>.930 or &gt;</td>
<td>.900-.929</td>
<td>.870-.899</td>
<td>.830-.869</td>
<td>.800-.829</td>
<td>.770-.799</td>
<td>.730-.769</td>
<td>.700-.729</td>
<td>.670-.699</td>
<td>.630-.669</td>
<td>.600-.629</td>
<td>&lt;.600</td>
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Note: C- or below is not a passing grade for FYCS majors.

- It is the student’s responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University-approved excuses will be accepted.

**Attendance/Participation:**
Attendance will be recorded at various points in the semester. Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes will be based on required readings as well as presentations by the instructor and others during class.

**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](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

**Cell Phones/Laptops/Other Technology:**
Your phone should be silent during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not Face Book, surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor … and your own ability to learn. Students who are in violation will be warned (first offense), and asked to leave the classroom (second offense). Use of any devices are forbidden during quizzes and exams.

**Respect:**
Treat the other students and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

**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.

Concise guidelines for ethical writing (non-plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at http://ori.hhs.gov/plagiarism--0.

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 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/cwc/
Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching • U Matter We Care, www.umatter.ufl.edu/ • 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/