Hello and welcome to FYCS! I am Selena Garrison, M.S., Adjunct Lecturer in the Department of Family, Youth and Community Sciences (FYCS). I am your instructor for the semester and am super excited that you have chosen to take this course with me. If you are wondering, “What is FYCS?” don’t worry. You are not alone! Simply stated: We are the helping people major, with a strong emphasis on prevention science.

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

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

FYC3001: Principles of FYCS, Class #: 16785, Section #: 4567

Days and Period: M, T, W, R, F | Period 3 (11:00am - 12:15pm)

Location: Synchronous via Zoom

Are you ready to dive into the syllabus?

Let’s go!

Details regarding your instructor:

My BS degrees are in Psychology and Family, Youth and Community Sciences from UF. It was actually taking this very course as an elective during my sophomore year of college in 2006 that changed the trajectory of my career… but more on that later. After graduating in 2008, I went on to get my Masters of Science in FYCS in 2010, with an emphasis in personal and family financial management. I spent several years in the private sector, and after a nearly decade-long hiatus, I returned to UF for my PhD in Youth Development and Family Science, specializing in childhood trauma and resilience. Four years as a foster parent had opened my eyes to the trauma experienced by so many children involved in Florida’s child welfare system, and I now have a strong interest in state and national child welfare policy. I am a Trust-Based Relational Intervention (TBRI) Practitioner, President of the Marion County Foster and Adoptive Parents Association, and have a Professional Certification in Trauma and Resilience from Florida State University. I have been married to my husband, Curtis for 13 years, and we have four kids, Emmett (9), Ava (5), Keegan (4), and Victoria (1).

Please feel free to call me “Selena”!

Office Hours: Office hours will be held by appointment, and I will plan to be on Zoom 10-15 minutes prior to the beginning of each class period.

Email: If it’s regarding anything course related, I prefer to be emailed via the message feature in Canvas – Please be mindful that I typically respond to emails M-F between 8:00am & 4:00pm.

UFL email: selenah@ufl.edu – Again, you will get a faster response if you message me via Canvas for course-related issues.

Graduate Teaching Assistant: Beatrice Pierre

Undergraduate Teaching Assistant: Valerie Sanchez
THE BASICS: COURSE INFO

COURSE DESCRIPTION
This course is an introduction to the study and practice of family, youth and community sciences. Presents analytic concepts used in the study of family, youth and community sciences. Emphasizes the vulnerabilities and needs of U.S. children, youth, families and communities, and describes human services that maximizes human potential and minimizes personal and societal costs. The course introduces students to the roles and skills of the human service professional.

COURSE FORMAT
This course is 100% online and synchronous. Class time includes lectures, discussions, videos, teamwork, guest speakers, in-class exercises, homework, written assignments, web-based assignments, service-learning, and quizzes.

COURSE OBJECTIVES
The Principles of Family, Youth and Community Sciences course is designed to:

1) Introduce the basic premises of research and theory in the study of families, youth & communities.
2) Present human ecological theory as related to FYCS.
3) Describe the status of families, youth, and communities in the 21st century.
4) Identify programs designed to support families, youth, and communities.
5) Introduce theory, research, and policy associated with families, youth, and communities.
6) Familiarize students with library research, resource evaluation, and APA style for references.
7) Reinforce the intrinsic and extrinsic value of service-learning.
8) Acquaint students with professions related to working with families, youth, and communities.

LEARNING OBJECTIVES
Upon successful completion of the requirements of FYC3001 students will be able to:

1) Describe the components of and purpose of theory.
2) Provide a rationale for understanding and using research in FYCS.
3) Apply Human Ecological Theory to everyday situations.
4) Discriminate between sources of information.
5) Correctly cite references using APA.
6) Restate the demographics, concerns, & issues of families, youth & communities in the 21st century.
7) Recognize key components of common theories of human development, family life, & community.
8) Use and analyze service-learning experience to guide career planning.
9) Work successfully in a team environment.

WHAT DO I NEED TO BUY?

COURSE TEXTBOOKS
WHAT DO I HAVE TO DO TO PASS THIS CLASS?

Come prepared each day to dive in, learn, grow, break down barriers, become a champion, and discover your passion.

QUIZZES (600 Points)

All quizzes will be conducted online via Canvas and may include multiple choice, matching, and short answer/fill in the blank questions. Quizzes must be completed independently. They are open note and open book, but you may not take quizzes with anyone else, nor receive help from anyone who is registered for FYC3001 or has already taken FYC3001. A good night’s sleep and eating a meal before class are far more important than cramming for any quiz; please prepare for each quiz wisely. There are no make-ups for quizzes. Please see Canvas for the due dates.

Quiz 1 (100 points) – Syllabus and Module 1
Quiz 2 (100 points) – Module 2
Quiz 3 (100 points) – Module 3
Quiz 4 (100 points) – Module 4
Quiz 5 (100 points) – Module 5
Quiz 6 (100 points) – Module 6

KEEPRA – THE TEAM PROJECT (250 points)

The Team Project (200 points total* – zoom class time and online submissions)
You will find more information about this presentation in Assignments under KEEPRA in Canvas. We will also have a “de-brief” day in class – please make arrangements to be present in class on that day. Each Team will have time during class to work on KEEPRA, however, you will also need to spend time collaborating outside of class too. This project is disseminated into 12 Steps. Each of these 12 Steps have individual due dates and requirements. Please see Canvas for further details.

Peer Evaluations (50 Points)
You will find each of the 5 Peer Evaluations in Assignments under KEEPRA in Canvas. These Peer Evaluations are a required portion of the KEEPRA Team Project. If you choose not to submit a Peer Evaluation, then you will automatically receive a zero on that Peer Evaluation. Peer Evaluations have individual due dates, please see Canvas for each due date and further details.

The Project Presentation (up to 9 Bonus Points – Zoom)
You will find more information about this presentation in Assignments under KEEPRA in Canvas. As a team, you may choose to present your KEEPRA Project to the class on the last day of class. Each Team will have up to 5 minutes to present. The sign-up sheet will be made available on the day we play Jeopardy. Sign ups are on a first-come, first-serve basis. You may be as creative and “edutaining” as you wish when presenting.

KEEPRA Reflection (optional)
To help me continue to make improvements to the KEEPRA Team Project, I welcome your honest feedback on the entire Team-Based Project. These reflections should include the logistics of the project, your feelings, the components (steps & peer evaluations), and the timeline. This is a judgment free zone; your opinions are valuable to the success of this project – Thank you in advance.
CHOOSE YOUR OWN ADVENTURE – SERVICE LEARNING OR DOCUMENTARY REFLECTIONS (150 Points)

For this segment of the course, each student will choose whether they would like to complete a 15 hour service learning project (Option 1) or watch a series of 5 documentaries related to Family, Youth, and Community Sciences and write a 2 page reflection for each one (Option 2). Students will be required to make their selection during the first week of class.

OPTION 1 – SERVICE LEARNING

Service-Learning Info Form (SLIF) (25 Points)

You will be completing all Service-Learning hours as a Virtual Volunteer (VV). I have created a Google Sheet with various agencies that have VV opportunities available. If you find an agency/organization that will provide you with 15 hours of VVing and they are not on my list, please contact me via Canvas email to let me know. I will approve each agency that is not on my list on a case-by-case basis. You will find the SLIF in the Assignments Tab under Service-Learning in Canvas.

Please connect with your chosen agency, discuss the various VV opportunities that you’d like to participate in, discuss times and ways to complete your hours, discuss your VV position duties, and also obtain the site supervisors signature on the SLIF. Please be sure to sign the SLIF as well. The completed SLIF will be electronically uploaded back into Canvas. Be mindful that some agencies require training, fingerprinting, and/or background checks.

- To Receive an extension for the SLIF please email Kate Fletcher AND Selena Garrison via Canvas email. Please provide an extension date when emailing.
- If you fail to submit your SLIF by the due date OR the extension due date that you formally requested via Canvas email, you will receive Zero’s for all Service-Learning related assignments, which include: SLIF, SLJ1 & SLJ2, and SLTL (total points lost = 150 points out of a 1000 point class = 85% overall for the course).

Service-Learning Journal (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. Spelling, grammar, and punctuation will also be factored into this grade. Please see the course calendar for the due dates.

You will answer this question for your Service-Learning Journal (SLJ) 1 Preflection:
What are your current thoughts and feelings regarding your service-learning this semester?

You will answer the following 7 questions in your SLJ2 Reflection:

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 placement relate to the concepts and ideas we are learning in class?
6. Did I experience any barriers?
7. If I could change anything about my service-learning experience what would it be and why?
Service-Learning Time Log (SLTL) (75 Points)
You will find the SLTL in the Assignments Tab under Service-Learning in Canvas. Please print this document and bring it to your site supervisor at your agency to have them sign it. If you are using more than one agency to complete your hours, there is room on the SLTL to have 2 agencies and 2 signatures, that way you only have to submit 1 SLTL. If for some reason you are not able to complete all 20 hours in the allotted time period in the semester points will be deducted at a rate of 3.5 points per hour not completed. Please see the course calendar for the due date. If you need an extension on the due date, PLEASE email Kate Fletcher via Canvas to request an extension. Please provide an extension date when emailing.

OPTION 2 – DOCUMENTARY REFLECTIONS
As an alternative to the Service Learning project, you may choose 5 documentaries related to FYCS and write a 2 page reflection paper for each one. Each reflection paper will be worth 30 points. A list of documentary options will be provided, but you are welcome to suggest additional options. Please see Canvas for due dates. Note: By nature of the field, some content covered in documentaries may be disturbing and/or upsetting. Please seriously consider the content of a documentary and how you might be impacted before watching.

The reflection papers are open ended, but some prompts that can guide your reflection include:

1. Describe the purpose of the documentary.
2. Describe what impacted you most about this documentary.
3. Describe 3 things you learned from this documentary that were surprising to you.
4. Was there someone in this documentary who you related to? How so?
5. What changes would you like to see for the population of interest (or society in general) based on what you learned in this documentary?
6. How do you feel after watching this documentary?

Again, these prompts are simply a starting point. You are welcome to include these and any additional reflections you have on the documentaries you choose.

LATE POLICY
With the exception of the SLIF, and the Peer Evaluations, if you miss a deadline you will be deducted 5 points per business day late.

MAKE-UP POLICY
Requirements for class attendance – I do not collect attendance; however, I will know when you are missing and even when you come late to class. Please make your best effort to attend every class session, and if you are not able to attend, please be proactive by emailing me via canvas email to let me know that you will be absent that day. In addition, I do respectfully request each student to turn on their camera during our Zoom class sessions. Classes will not be recorded. If you miss an online exam or quiz, I do not allow any make-ups. Each quiz and exam are open for several days; therefore, you will have ample time and opportunity to take each quiz and exam at your convenience. If you miss submitting any assignment you will automatically receive 5 points off per business day up to 7 business days. After 7 business days you will automatically receive a zero for that assignment. To see the UF Policy on absences see: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences
EXTRA CREDIT OPPORTUNITIES

There will be multiple extra credit opportunities available during the course of the semester.

1. To assist me in Getting To Know You (GTKY) better you will receive 5 extra credit points for submitting a completed GTKY with an attached (recent) picture of yourself AND an uploaded (recent) picture of yourself to “My Profile” on Canvas. See the course calendar for the due date.
2. You may also choose to sign up for an “extra credit office visit” with me during the course of the semester for an additional 3 points.
3. To encourage attendance, as I do not require anyone to be in class, there will be random extra credit points assigned during lectures not to exceed 15 extra credit points in total for ALL extra credit opportunities. It will be at the discretion of the instructor when these points will be given and for what level of participation. These points could be awarded for being in attendance, when called upon, when role is taken, by completing reflection papers, or by completing in class assignment or small teamwork. Please be mindful that these points are given at the discretion of the instructor, and they may also be removed by the instructor for failure to adhere to UF/IFAS/CALS/FYCS policies.
4. In order for you to keep your extra credit that you have accumulated the entire semester, I require all students to attend class, arrive to class on time, and be ready to begin class at 9:35am, and stay during the entire class period, on the last day of class during the KEEPRA Presentations. If you fail to show up on time all of your extra credit points, which do not include your KEEPRA presentation extra credit points will be forfeited.

WHAT DO I NEED TO BE MINDFUL OF?

COURSE GRADING

Remember, your grade is a direct result of the effort that you put into this course. Each assignment has a point value attached to it. You will earn points as you successfully complete each assignment. If at any point in the semester you need assistance, please come see me or any of the GA’s, TA’s &/or UGTAs; We are here to help You. We want you to succeed and be your best.

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<tr>
<th>Assessment/Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Quizzes 1-6 (100 points each)</td>
<td>600</td>
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<tr>
<td>KEEPRA Group Paper</td>
<td>200</td>
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<tr>
<td>KEEPRA Peer Evaluation</td>
<td>50</td>
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<tr>
<td>Choose Your Own Adventure – Service Learning Project or Documentary Reflections</td>
<td>150</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>EXTRA CREDIT</strong></td>
<td><strong>Up to 20 points</strong></td>
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A = 93-100%  
A- = 90-92%  
B+ = 87-89%  
B = 83-86%  
B- = 80-82%  
C+ = 77-79%  
C = 73-76%  
C- = 70-72%  
D+ = 67-69%  
D = 63-66%  
D- = 60-62%  
E = 59%

COURSE GUIDELINES

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"

1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

GRADES AND GRADE POINTS

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

ATTENDANCE 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/UGRD/academic-regulations/attendance-policies/

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/scr/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
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.

**If you are working with Disability Resources, please have the DRC email me (selenah@ufl.edu) your accommodation letter during the first two weeks of the semester. Once received, I will be able to make a plan for your success in this 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/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/
- Student Success Initiative, http://studentsuccess.ufl.edu

STUDENT COMPLAINTS
- Residential Course: https://scr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
- Online Course: http://www.distance.ufl.edu/student-complaint-process

A WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS WILL BE AVAILABLE IN CANVAS (see Syllabus in Canvas for details).