Instructor: Dr. Kelly Moore
Office: G081 McCarty Hall B
Phone: 352-273-3508
Email: kmon913@ufl.edu
Office Hours: By appointment only

The instructor reserves the right to adjust the syllabus 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.

Required Class Prep Materials
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 those provided may be inactive at times; 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.

Disclaimer: On some occasions, the content of the class prep material may be provocative or biased in some way. This content was intentionally selected to facilitate discussion and provoke critical thinking; this does not mean that I support the ideas expressed or am advocating for a particular set of beliefs and values.
Communication Policy

- **Email**: I will respond to emails within 24 hours or by the end of the next business day. Please contact me via email through Canvas or using your UF email account only. UF policies prohibit me from discussing your grade through any other email servers.

- **Office Hours**: Office hours are available by appointment only. You can schedule a time to meet with me here: [www.meetwithdrmoore.acuityscheduling.com](http://www.meetwithdrmoore.acuityscheduling.com).

Grading

Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Relative Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>PlayPosit Modules</td>
<td>240</td>
<td>36.92%</td>
</tr>
<tr>
<td>Draft Individual Sections</td>
<td>60</td>
<td>9.24%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>25</td>
<td>3.85%</td>
</tr>
<tr>
<td>Individual Paper Sections</td>
<td>100</td>
<td>15.38%</td>
</tr>
<tr>
<td>Draft Interview Questions</td>
<td>25</td>
<td>3.85%</td>
</tr>
<tr>
<td>Interview Transcript &amp; Organizational Analysis*</td>
<td>100</td>
<td>15.38%</td>
</tr>
<tr>
<td>Theoretical Comparison</td>
<td>100</td>
<td>15.38%</td>
</tr>
<tr>
<td></td>
<td><strong>650 points</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

*This grade 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

Current UF grading policies, including grade points assigned per letter grade, can be found here: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

APA Formatting Guidelines

Use the APA Style Guide, 7th 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. The FYCS Department has chosen to use the Professional title page guidelines, not the student title page format. 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. If you use a citation generator for your work, it would be 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.**
Attendance & Make-up Work
This course is delivered asynchronously online, therefore attendance will not be taken nor will it count towards the course grade. Make-up work will be permitted consistent with the university attendance policy: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Policy Regarding Late Work & Canvas App
- All assignments are due on Canvas by 11:59PM on the date indicated on the course calendar unless otherwise noted.
- There is a 24-hour grace period (until 11:59PM on the next day). A 10% grade penalty will be deducted for late submissions.
  - A grace period is intended to accommodate for any technical difficulties while trying to submit your assignment. If you wait until the end of the grace period 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 and use the grace period to resolve technical issues that may arise, if any. Do not wait until 11:59PM the day the grace period ends to try and submit for the first time as work will not be accepted late (after the grace period ends) 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 the day before an assignment is due).

Troubleshooting Technical Issues
Students should contact the UF Help Desk at 352-392-HELP/4357 or at helpdesk@ufl.edu with all technical issues. Some issues may be resolved using resources on the Help Desk website: helpdesk.ufl.edu. Do not contact the instructor or TA to help you solve a technical issue. If a technical issue is impeding your ability to submit an assignment on time, send an email to the instructor explaining the situation and provide your UFIT ticket number (assigned to you by the Help Desk). Accommodations will not be made for technical issues unless a UFIT ticket number is provided.

Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Course Evaluations
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 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

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 (sccr.dso.ufl.edu/process/student-conduct-code/) 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 or TAs 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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- **University Police Department:** Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources
- **E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- **Library Support:** cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- **Student Complaints On-Campus:** sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- **On-Line Students Complaints:** distance.ufl.edu/student-complaint-process/

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.
<table>
<thead>
<tr>
<th>Weekly Dates</th>
<th>Learning Objectives</th>
<th>PlayPosit Module Due Date</th>
<th>Assignment Due</th>
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</thead>
</table>
| **Week 1** (May 11 – May 15) | **Course Introduction**  
• Articulate course requirements and expectations of students  
• Identify their discussion group  
• Explain the operating procedures for class discussions | **May 12** | “Choose Your Project Topic”  
Online Discussion  
**May 12** |
|                      | **What is Community?**  
• Describe the term community by drawing from personal experiences and our scientific understanding of the concept  
• Determine the factors that affect a sense of community  
• Explain how the group-based elements of community affect sense of community for different social groups  
• Discuss the effects of industrialization and urbanization on the organization and function of modern communities | **May 16** | **Project Group Discussion:**  
problem identification, draft assignments, organization selection  
**May 16** |
|                      | **Schools & Communities**  
• Explain the role of schools in shaping communities  
• Evaluate the ability of schools to address community needs | **May 16** |  |
| **Week 2** (May 18 – May 22) | **Families, Children & Youth in Communities**  
• Explain how physical, economic and social characteristics of communities’ impact child and family development  
• Differentiate community-level factors from individual- or household-level factors  
• Evaluate how community-level factors impact sense of community and the group-based elements of community for different social groups | **May 19** | **Draft Interview Questions**  
**May 22** |
|                      |  |  | **Draft Individual Sections**  
**May 22** |
| **Week 3** (May 25 – May 29) | **Social Networks & Social Capital**  
• Define the functions and characteristics of social networks  
• Consider opportunities for community practitioners to enhance social networks  
• Relate the presence or absence of community-level social support to specific outcomes for children, families and youth  
• Illustrate the importance of social capital for community members  
• Explain the relationship between social capital and trust  
• Consider the impact of community diversity on social capital | **May 30** | **Peer Review**  
**May 27** |
|                      |  |  | **Peer Review Evaluation**  
**May 29** |
| **Week 4** (June 1 – June 5) | **Social Exclusion**  
• Examine how and why certain communities are excluded  
• Explain the effects of social inclusion and exclusion on social capital, social networks and individual-level outcomes  
• Articulate individual biases that contribute to exclusion and prevent the creation of inclusive environments  
• Explain the cycle of poverty and its effect on communities, particularly on social exclusion Discuss the impact of poverty on children and families and the mediating effects of social capital, social networks and social support | **June 2** | **Individual Paper Sections**  
**June 3** |
<table>
<thead>
<tr>
<th>Multiculturalism in Communities</th>
<th>June 6</th>
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</thead>
<tbody>
<tr>
<td>- Understand ways of conceptualizing multiculturalism using the Intercultural Development Continuum</td>
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<tr>
<td>- Analyze public discourse using the Intercultural Development Continuum</td>
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<tr>
<td>- Hypothesize the effects of various cultural orientations on social inclusion and exclusion</td>
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<tr>
<td>- Examine the intersectionality between culture, race and ethnicity and neighborhood poverty</td>
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<table>
<thead>
<tr>
<th>Creating Inclusive Communities</th>
<th>June 6</th>
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</thead>
<tbody>
<tr>
<td>- Assess the role of community characteristics in creating diverse and inclusive communities (thereby enhancing social capital and social support)</td>
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<tr>
<td>- Distinguish between various types of citizen participation.</td>
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<tr>
<td>- Develop engagement strategies that are inclusive, equitably distribute power and build community capacity.</td>
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<thead>
<tr>
<th>Week 5 (June 8 – June 12)</th>
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<table>
<thead>
<tr>
<th>Theoretical Perspectives: Symbolic Interactionism</th>
<th>Pick 3 of the 4 modules to complete by June 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use symbolic interactionism to explain a community problem</td>
<td></td>
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<tr>
<td>- Choose effective strategies for addressing a community problem using a symbolic interactionist approach</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Theoretical Perspectives: Conflict Theory</th>
<th>Discussion Board: Theoretical Comparison June 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explore the role of capitalism in producing social stratification and inequality</td>
<td></td>
</tr>
<tr>
<td>- Use conflict theory to explain a community problem</td>
<td></td>
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<tr>
<td>- Choose effective strategies for addressing a community problem using a conflict theorist approach</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theoretical Perspectives: Structural Functionalism</th>
<th>Theoretical Comparison June 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain the role of social institutions in creating and maintaining communities</td>
<td></td>
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<tr>
<td>- Use the structural functionalist theories, social pathology and social disorganization, to explain a community problem</td>
<td></td>
</tr>
<tr>
<td>- Choose effective strategies for addressing a community problem using a structural functionalist approach</td>
<td></td>
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<table>
<thead>
<tr>
<th>Theoretical Perspectives: Social Psychological Theory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use social psychological theory to explain a community problem</td>
<td></td>
</tr>
<tr>
<td>- Choose effective strategies for addressing a community problem using a social psychological theorist approach</td>
<td></td>
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