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. Then, 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 context of family, school and community are emphasized throughout the course.

TEACHING PHILOSOPHY
My teaching philosophy is based on engaging my students to be active learners and critical thinkers. With that in mind, it is my role to facilitate an active learning environment where students can participate, be engaged, and use complex critical thinking skills in a variety of ways to appeal to the various learning styles. I believe that students learn best when they are actively engaged in their own learning and the results are that they are more receptive, more responsible, and typically have a better grasp of the material. Therefore, as a lecturer in the FYCS department I believe it is important to create a learning environment conducive to active learning.

1) Teach the fundamentals of FYCS,
2) Discover what students are most passionate about,
3) Get to know my students beyond being a face in my classroom,
4) Prepare students to function effectively both in the classroom and in the real world,
5) Facilitate the acquisition of life-long learning skills
6) Develop problem solving strategies, and
7) Foster critical thinking.

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.
• To think critically about issues affecting youth development as they impact your life now and in your future roles as a family member, citizen, and professional.
• Facilitate learning through class discussion, collaboration and group work.

COURSE EXPECTATIONS

This is highly interactive class with an exceptionally high level of student engagement. To make the most out of it, attendance is mandatory, but not recorded and participation is a critical factor in your success. It is strongly recommended and encouraged that you READ the assigned text BEFORE coming to class each day. This course will be useful for your future academic, personal, and career success. Please have easy access to the APA 6th edition manual as you will use it for your case study paper.

COURSE TEXTBOOK


ADDITIONAL RESOURCES:

GRADES: Grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Assessments/Assignments</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Affidavit of GMC Form</td>
<td>25 Points</td>
</tr>
<tr>
<td>FERPA Basics &amp; YPT</td>
<td>10 Points (5 x Each)</td>
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<tr>
<td>SLIF</td>
<td>25 Points</td>
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<tr>
<td>GTKY</td>
<td>10 Points</td>
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<tr>
<td>Participation</td>
<td>25 Points</td>
</tr>
<tr>
<td>Service-Learning Journals</td>
<td>50 Points (25 x 2 SLJs)</td>
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<tr>
<td>SLTL</td>
<td>50 Points</td>
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<tr>
<td>Phase 1 – 4 Case Study</td>
<td>100 Points (25 x 4 parts)</td>
</tr>
<tr>
<td>Phase 5 Case Study</td>
<td>100 Points</td>
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<tr>
<td>Exam 1</td>
<td>50 Points</td>
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<tr>
<td>Exam 2</td>
<td>50 Points</td>
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<tr>
<td>Exam 3</td>
<td>50 Points</td>
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<tr>
<td>Exam 4</td>
<td>50 Points</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>595 Points</strong></td>
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**GRADING SCALE:**

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%-
GRADE & GRADE POINTS: For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

AFFIDAVIT OF GOOD MORAL CHARACTER FORM – 25 Points

- You will find the Affidavit of GMC Form in Canvas in Assignments.
- Please follow the detailed instructions contained within Canvas Assignments.
- This Affidavit of GMC Form will be simultaneously submitted as your SLIF.

FERPA BASICS & YOUTH PROTECTION TRAINING – 5 points each

- You will find the FERPA Basics & Youth Protection Training (YPT) links in Canvas in Assignments.
- A screen shot of your successful completion of FERPA Basics & YPT will be submitted as Assignments in Canvas.
- If the FERPA Basics &/or YPT Screenshots are not submitted on or before the due date you will be asked to drop the class.

SLIF – 25 Points

- You will find the SLIF in Canvas in Assignments.
- Please submit your Affidavit of GMC Form simultaneously with the SLIF. Please follow the detailed instructions for the Affidavit of GMC Form and the SLIF which are found in Assignments in Canvas.
- Please find a service learning site in the Gainesville area at a community-based organization (CBO)
- You need to find a CBO where you will be working with children and/or adolescents between the ages of 6 to 18. There are NO exceptions made regarding this age requirement. Get started quickly as many agencies require a background check, which can take up to 6 weeks to process.
- If your SLIF is not submitted on or before the due date you will be asked to drop the class – this includes the extension date you request and receive from your instructor too.

GTKY – 10 Points (This is NOT an extra credit assignment)

- You’ll find this assignment in Canvas. Please submit a hard copy format in class on or before the due date (see course calendar). 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 (5 points)
  2. Attach a recent picture of yourself to the GTKY (2.5 points) &
  3. Upload a recent picture of yourself to your Profile in Canvas (2.5 points)

PARTICIPATION – 25 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 but also required. A total of 25 points (not to exceed a total of 25 points) will be awarded via quizzes, reaction papers, class activities, and participation (up to 5 points for each). If you
miss the class participation portion or fail to turn the class participation in on time you will receive a zero; there are no make-ups -> NO EXCEPTIONS. There will be approximately 5 - 10 opportunities during the semester to obtain participation points.

SERVICE LEARNING JOURNALS – 25 x 2 = 50 Points

- Based on your 25 hours at your Service-Learning site, you will answer the following questions in a “Q & A” format two separate times during the semester.
- NO APA styling requirements will be required.
  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?
  7. If I could change anything about my service-learning experience what would it be and why?

SLTL (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 25 hours, you will be docked 3.5 points.
- It is your responsibility to have your site supervisor sign your SLIF (when you first find an organization) & your SLTL (when your 25 hours are completed).
- At your 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 including your SLP.
- It is your responsibility to follow all details & instructions on the SLTL.

PHASE 1 – 4 CASE STUDY – 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
- Each of these parts are due within one week of covering that specific material (see course calendar for due dates or see Assignments in Canvas for more details)
- You are responsible for following all the objectives for this paper and revamping 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 Prior to EACH Phase submission.
• APA 6th edition styling & formatting is required, and APA styling will be worth 50% of your Final submission on this paper.
• Please consult your APA 6th edition manual to ensure proper formatting throughout your 5 Phases of your case study.

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 6th edition styling & formatting is required, and APA styling will be worth 50% of your Final submission on this paper.
• Please consult your APA 6th edition manual to ensure proper formatting throughout your 5 Phases of your case study.

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

• Exam 1 will cover Chapters 1, 2, & 7 – please see course calendar for specific pages that we will cover.
• Exam 2 will cover Chapters 11 & 14 – Physical Development in Middle Childhood and Adolescence
• Exam 3 will cover Chapters 12 and 15 – Cognitive Development in Middle Childhood and Adolescence
• Exam 4 will cover Chapters 13 and 16 – Social and Emotional Development in Middle Childhood and Adolescence.
• To prepare for each exam, see Canvas, Assignment, then click on each Exam, a study guide is contained in each Exam.
• Please prepare well for each exam by getting a full night’s sleep and eating before taking each exam. Doing these two things will ensure you to be a 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 Exam. Please see Canvas for specific details.

EXTRA CREDIT – up to 15 points

• I greatly enjoying getting to know each of you & I offer each student the opportunity to earn 5 points extra credit by visiting me during the 1st couple weeks of class. This is up to you to do so, I will not be mentioning this in class, so hopefully, you’ve read all the way down to this point in the syllabus & want to easily get those 5 points extra credit.
• This appointment will allow me to GTKY better. Please sign-up by clicking on this link: https://katefletcherofficevisit.as.me/ then click on extra credit office visit to set up a time with me.
• There will also be other 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 advantage of all extra credit opportunities.
**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/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)
- 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/Facebook with your classmates to get notes, study together, etc - DO NOT contact your instructor.
- Late Assignments & Make-up Assignments/Exams: 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. In the case of an exam, students with excused absence will be provided makeup opportunity at mutually agreeable time slots, with the exception of the exam 3.
- Late SLIF’s, if you are having a difficult time obtaining a signature from your site supervisor please email the instructor to request an extension PRIOR to the SLIF Due Date and Time. An extension will be provided when you follow directions and you are proactive.

**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 it is my encouragement that you come to class prepared each day. This includes:
  1. Reading before every class period,
  2. Attending class each class period,
  3. Participating in a manner that is comfortable with your personality (introverted v extroverted people),
  4. Preparing well for each exam
  5. Finding a service-learning site in the first couple of weeks of class
  6. Committing your time & energy to this agency and the children/youth involved.
  7. Asking for help – you have a couple different people to ask help from, which includes, your instructor, your TA, and our UGTAs – we are here to help you succeed.
  8. Sleeping well
  9. Eating well
  10. Self-Caring well
  11. Asking questions when topics are not clear or not communicated well.

**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
FYC 3201: Foundations of Youth Development
Section: 15049/3D66
SP19; 03 Credits
FAB105 T 4th 10:40-11:30am & R 4th- 5th 10:40 – 12:35pm

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

COMPUTING HELP DESK

The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu located in the Hub – close to Starbucks.

E-MAIL & WEB ACCESS REQUIREMENT

All students are required to have a UF e-mail account and must be able to access Canvas. You will be responsible for checking the FYC3201 Canvas site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with Canvas, call 352-392-HELP select option 7, or connect via email, (http://helpdesk.ufl.edu). Location: the Hub.

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.


SERVICE FOR STUDENTS WITH VARYING ABILITIES

The Disability Resource Center, 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/ coordinates the needed accommodations of students with varying abilities. 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 contact the instructor during the first week of the semester so that arrangements can be made to meet your needs. Sending your DRC letter via Canvas is the BEST way to get this process started.
STUDENT COMPLAINT PROCESS

http://www.distance.ufl.edu/student-complaint-process

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ 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
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
- Self-Help Library
- Training Programs
- Community Provider Database

- Career Resource Center, First Floor JWRU, 392-1601, https://www.crc.ufl.edu/
- University Reading & Writing Center, SW Broward Hall, 352-392-2010, https://teachingcenter.ufl.edu/

UMatter

Every Gator Counts

- At UF Every Gator Counts. U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Families, faculty and students can contact umatter@ufl.edu seven days a week for assistance for students in distress. http://www.umatter.ufl.edu/

Course Calendar is available via Canvas in the Syllabus tab.

The Course Calendar is subject to change.