Hello and Welcome to FYCS. I am Kate H. Fletcher, M.S. → Senior Lecturer in the Department of Family, Youth and Community Sciences (FYCS). I am your instructor for the semester, and I am super excited that you’ve 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 through Prevention Science.

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

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

FYC3001: Principles of FYCS; Class#: 14633
Days & Period: 3rd (9:35 – 10:25am); Location: FLI 0105

Are you ready to dive into the syllabus?

Let’s Go!

Details regarding your Instructor:

Kate H. Fletcher, M.S., Senior Lecturer – Please feel free to call me “Kate”
I am also an Academic Advisor in FYCS, Co-Director of the UF in Galway & Gweedore Study Abroad Program, & the Faculty Advisor for the FYCS Club
Family, Youth & Community Sciences Department
AEC Leadership Development Doctoral Student

Office hours: “walk-in friendly” hours: Tuesdays 2:00 pm – 3:00 pm, Fridays 1:00 pm - 2:00 pm & by appointment: https://katefletcherofficevisit.acuityscheduling.com/schedule.php

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

UGTAs:
TBA

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 includes lectures, discussions, videos, group work, guest speakers, in-class exercises, homework, written assignments, web-based assignments, service learning, and exams.

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 the 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 group environment.

SOME THINGS TO KNOW ABOUT YOUR INSTRUCTOR.

TEACHING PHILOSOPHY

Hello and Welcome Gators. I’m Kate Fletcher and my motto for my Principles class is Where Passion and Purpose Meet. I believe this motto is key to understanding who I am as an educator and what you can expect our classroom learning environment to be like. I want you to know that my passion meets my purpose through teaching. I love being an “EduGator”, in particular teaching undergraduate students. I am a Senior Lecturer with a 100% teaching appointment in the Department of Family, Youth and Community Sciences (FYCS). FYCS – a long title with a relatively short description: we are an interdisciplinary applied social science major. What does that entail, well, I lovingly refer to FYCS as the “Helping People through Prevention Science” major.

Figuring out my passion and purpose took overcoming several major changes as an undergrad, graduating with my bachelors, taking a gap year, completing a master’s degree, and finally being asked to teach a class at UF in FYCS. It wasn’t until the second semester of teaching that I realized my true passion and purpose in life – to educate the next generation of world changers. You are a world changer who is in pursuit of your passion and purpose. I hope to help facilitate this process through our classroom experiences utilizing experience learning.

In order to become a world-changer you need to know how to meet people right where they are at, which is my main goal for each class that I teach. To teach you how to “meet people right where they are at” I believe it is my responsibility to effectively model and implement this goal. Therefore, my teaching objectives are centered on the following: create a student-centered trust-based classroom, create a learning environment where you feel safe, supported, and encouraged to experiment with your passions
and purpose. I believe our class content is enriched through service-learning, which will include reflection as a key component.

I also believe that by creating a welcoming learning environment and office hours experience for you, you will have a desire to learn and grow in your own knowledge and understanding. I believe that you will want to lean-in. I want our learning environment to be engaging and to provide you with ample opportunities to share your knowledge, be an active learner, and a critical thinker. I believe that you enter the classroom with your own knowledge base and learning style, together we will build on that base by exploring historical, current, and relevant theories, along with concepts and topics in the realm of FYCS. I want you to come alive in your learning, your growth, and your knowledge. I believe that your passions will come alive through course content and service-learning. In following these approaches, I will effectively facilitate a learning environment where collectively we learn, we grow, we understand, we communicate, and we create a new lens by which to see the world so that you are properly equipped to be a world changer. In doing so, I believe you will discover what you are most passionate about and then pursue that purpose as a world changer.

**WHAT DO I NEED TO BUY?**

**COURSE TEXTBOOKS**

**WHAT IS PROVIDED?**

**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.

**For all Quizzes and Exams**

* A Good night’s sleep and eating a meal before class are far more important than cramming for any exam or quiz; please prepare for each quiz and exam wisely.

**QUIZZES**

* **Syllabus Quiz** (10 points – online only)
This quiz will only be available online during the first 2 weeks of class (including drop/add). There are no make-ups for this quiz. Please see the course calendar & Canvas for the due date.

* **Good Food Revolution Book & Quiz** (15 points - online only)
Your Instructor will provide this book during the first/second week of class. Please read the entire book, while reading it please attempt to connect what you are reading to your (undiscovered/untapped)
passion. You will take this Quiz online via Canvas. There will be 15 multiple choice questions based on the book. Please see the course calendar for official open/closed dates.

**Quiz 1 (25 points – online only)**
Quiz 1 will cover the first quarter of the semester (Intro to FYCS through What is Theory?) and will be administered online. This quiz may include multiple choice, matching, and short answer/fill in the blank questions. This quiz consists of 25 questions and one bonus question. You may not take this quiz with anyone else, nor received help from anyone who is registered for FYC3001, nor has already taken FYC3001.

**Quiz 2 (25 points – online only)**
Quiz 2 will cover the third quarter of the semester (Community through Advocacy) and will be administered online. This quiz may include multiple choice, matching, and short answer/fill in the blank questions. This quiz consists of 25 questions and one bonus question. You may not take this quiz with anyone else, nor received help from anyone who is registered for FYC3001, nor has already taken FYC3001.

**APA Quiz (75 Points – online only)**
This quiz will test your knowledge of APA 7th edition material. It is an open APA 7th edition book. It will consist of 25 multiple choice questions and will be administered online. Remember, this is open book; not open friend. You may not take this quiz with anyone else, nor received help from anyone who is registered for FYC3001, nor has already taken FYC3001.

**SERVICE-LEARNING**

**Affidavit of Good Moral Character Form (25 Points)**
You will find the Affidavit of Good Moral Character Form (GMC) in the Assignments Tab under Service-Learning in Canvas. Please follow the instructions within the Assignment.

**Service-Learning Info Form (SLIF) (25 Points)**
You will find the SLIF in the Assignments Tab under Service-Learning in Canvas. Please find an agency by which to complete your 25 hours of Service-Learning this semester. This can be any community-based agency/organization. Please print and bring the SLIF with you to this agency, share with this site your class requirement, arrange times to complete your hours, discuss your job duties, and 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 trainings, fingerprinting, and/or background checks. 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. 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 be asked to drop the class.

**Service-Learning Journal (SLJ) (2 Journals at 50 points = 100 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, and 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) (100 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 25 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.

KEEPRA – THE TEAM PROJECT

The Team Project (200 points total* – in 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 (online only)
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. There Peer Evaluations have individual due dates, please see Canvas for each due date and further details.

The Project Presentation (up to 9 Bonus Points – in class only)
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 (online only)**
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 judgement free zone; your opinions are valuable to the success of this project – Thank you in advance.

**EXAMS**

Once the first student has completed an exam and has left the classroom NO other exams will be distributed. Therefore, if you enter the classroom late you will not be given the opportunity to take the exam. Please show up on time and please be prepared for the exam.

**Exam 1 (150 points – in class only)**
Exam 1 will cover the first half of the semester (Intro to FYCS through Bronfenbrenner) and will be administered in class. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question.

**Exam 2 (150 points – in class only)**
Exam 1 will cover the second half of the semester (Community through Public Policy) and will be administered in class. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question. We will play Jeopardy to get you prepared for Exam 2 all the while earning extra credit points. You will be sorted into your KEEPRA Teams to win points together.

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

**MAKE-UP POLICY**
If you are absent for an in-class quiz or exam due to a UF approved absence, you are allowed to make-up this quiz/exam the following Tuesday during my office hours. Tuesdays are my only day for make-ups as I have extended office hours on that day. Please plan accordingly. To see the UF Policy on absences see [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences](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 my during the first 3-4 weeks of class for an additional 3 points; please click here to make an appointment with me: [https://katefletcherofficevisit.acuitiescheduling.com/](https://katefletcherofficevisit.acuitiescheduling.com/)
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 group work. 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, arriving on time, and in your seat by the time class officially begins, and staying the entire class period, on the last day of class. If you fail to show up on time or at all you forfeit all your extra credit points, which do not include your KEEPRA presentation extra credit points.

**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 TA’s or UGTAs; We are here to help You. We want you to succeed and be your best.

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<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>Out of 10 points</td>
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<tr>
<td>Good Food Revolution Book &amp; Quiz</td>
<td>Out of 15 points</td>
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<tr>
<td>Affidavit of Good Moral Character Form</td>
<td>Out of 25 points</td>
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<td>SLIF</td>
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<td>Quiz 1</td>
<td>Out of 25 points</td>
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<td>APA Quiz</td>
<td>Out of 75 points</td>
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<td>Exam 1</td>
<td>Out of 150 points</td>
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<tr>
<td>SLJs (2x50 points each)</td>
<td>Out of 100 points</td>
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<tr>
<td>Quiz 2</td>
<td>Out of 25 points</td>
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<tr>
<td>KEEPRA Paper, Peer Evaluations &amp; Reflection</td>
<td>Out of 200 points</td>
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<tr>
<td>SLTL</td>
<td>Out of 100 points</td>
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<tr>
<td>Exam 2</td>
<td>Out of 150 points</td>
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<td><strong>TOTAL POINTS</strong></td>
<td>Out of 900 points</td>
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<tr>
<td><strong>EXTRA CREDIT</strong></td>
<td>Up to 15 points</td>
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A = 93-100%                                            B- = 80-82%
A- = 90-92%                                            C+ = 77-79%
B+ = 87-89%                                            C = 73-76%
B = 83-86%                                             C- = 70-72%
D+ = 67-69%                                            D = 63-66%
D = 60-62%                                             E = 59%

**COURSE GUIDELINES**

**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. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/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/sscr/process/student-conduct/honor-code](http://www.dso.ufl.edu/sscr/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 Varying Abilities**
The Disability Resource Center 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. 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/). Please email me your DRC Letter via Canvas in the first two weeks of class. You may also choose to make an appointment with me via [https://katefletcherofficevisit.acuityscheduling.com/](https://katefletcherofficevisit.acuityscheduling.com/) to discuss your accommodations.

**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/

Student Complaints
Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

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