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
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.

**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, although it is not recorded on a daily basis attendance and participation are critical factors in your success. It is strongly recommended and encouraged that you READ the assigned text BEFORE coming to class each day (see the course calendar for pages to read prior to coming to class). This course will be useful for your future academic, personal, and career success. Please have easy access to the APA 7th 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>
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<tr>
<td>SLIF</td>
<td>25 Points</td>
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<td>FERPA Basics</td>
<td>25 Points</td>
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<td>YPT</td>
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<td>GTKY</td>
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<td>Participation</td>
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<tr>
<td>SLJ1 Preflection</td>
<td>25 Points</td>
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<td>SLJ2 Reflection</td>
<td>25 Points</td>
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<td>SLTL</td>
<td>50 Points</td>
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<td>Case Study: Phase 1</td>
<td>25 Points</td>
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<td>Case Study: Phase 2</td>
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<td>Case Study: Phase 3</td>
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<td>Case Study: Phase 4</td>
<td>25 Points</td>
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<tr>
<td>Case Study Final: Phase 5</td>
<td>100 Points</td>
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<tr>
<td>Assessment 1</td>
<td>50 Points</td>
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<td>Assessment 2</td>
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<td>Assessment 3</td>
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<td>Assessment 4</td>
<td>50 Points</td>
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<td>TOTAL POINTS</td>
<td>650 Points</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.

**SERVICE-LEARNING INFO FORM – 25 Points**

- Please find the Service-Learning Info Form (SLIF) in Canvas in Assignments.
- Please submit your Affidavit of GMC Form simultaneously with the SLIF. Please follow the detailed instructions for the SLIF which are found in Assignments in Canvas.
- Please find a service-learning site in the Alachua County area at a community-based organization (CBO) working directly with youth.
- 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 immediately 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 also includes the extension date you request and receive from your instructor too.
- To Receive an extension for the SLIF & AGMC please email Kate Fletcher via Canvas email.
FERPA BASICS – 25 points

- You will find the FERPA Basics “how to” information in Canvas Assignments.
- Please upload your Certificate of FERPA Basics to 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.

YOUTH PROTECTION TRAINING – 25 points

- You will find the Youth Protection (YPT) “how to” information in Canvas Assignments.
- Please upload your Certificate of YPT to 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.

GTKY – 25 Points (This is NOT an extra credit assignment)

- You’ll find this assignment in Canvas & you’ll submit this in Assignments. 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
  2. Attach a recent picture of yourself to the GTKY &
  3. Upload a recent picture of yourself to your Profile in Canvas

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 - 15 opportunities during the semester to obtain participation points.

SERVICE-LEARNING JOURNAL 1 Preflection – 25 Points

- Service-Learning Journal (SLJ) 1 = Preflection Question
  1. What are your current thoughts and feelings regarding your service-learning this semester?

SERVICE-LEARNING JOURNAL 1 Preflection – 25 Points

- Service-Learning Journal (SLJ) 2 = Reflection Questions
  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 Case Study.
- 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 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 7th edition styling & formatting is required. Please update EACH Phase with the feedback you will receive from your instructor and TA/ UGTAs
- Please consult your APA 7th edition manual to ensure proper formatting throughout.

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 7th edition styling & formatting is required, and APA styling will be worth 50% of your Final submission on this paper.
TWO-STAGE COLLABORATIVE ASSESSMENTS – 4 x 50 points = 200 Points

- **Assessment 1** will cover Chapters 1, 2, & 7 – please see course calendar for specific pages that we will cover.
- **Assessment 2** will cover Chapters 11 & 14 – Physical Development in Middle Childhood and Adolescence
- **Assessment 3** will cover Chapters 12 and 15 – Cognitive Development in Middle Childhood and Adolescence
- **Assessment 4** will cover Chapters 13 and 16 – Social and Emotional Development in Middle Childhood and Adolescence.

Please prepare well for each Assessment by getting a full night’s sleep and eating before taking each Assessment. 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 Assessment located in Quizzes. Please see Canvas for specific details.

- Failure to complete the online Individual Assessment will result in a zero. There are no makeups.
- Failure to participate in any of the Group Assessments will result in a zero for that Specific Group Assessment grade; there are no makeups. In addition, you will also lose 50% of your overall Assessment Grade (this includes both the individual Assessment grade and the group Assessment grade to equal your overall Assessment grade).

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 assessment, assignments and other work are consistent with university policies that can be found at: 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: 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. There are NO Makeups for Assessments.

- 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.
- The final days of class are all in-class assignment-based, and as such, your attendance is required and mandatory. If you chose not to attend class on any or all of those days you will lose points on your overall final grade for the class. If you miss one day = -5 points, if you miss two days = -10 points, if you miss three days = -15 points.

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 vs. 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 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 sabilities. 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/](https://www.crc.ufl.edu/)

- University Reading & Writing Center, SW Broward Hall, 352-392-2010, [https://teachingcenter.ufl.edu/](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/](http://www.umatter.ufl.edu/)

**Course Calendar is available via Canvas in the Syllabus tab.**

**The Course Calendar is subject to change.**