The instructor reserves the right to adjust the syllabus in order 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 may not be active; 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.

We will use class prep materials as the basis for in-class discussions, so it is imperative students complete class prep ahead of time. On some occasions, the content may be provocative or biased in some way. This content was intentionally selected to facilitate discussion; this does not mean that I support the ideas expressed or am advocating for a particular set of beliefs and values.
Required Online System
In this course, we will be using Kritik.io, a peer-to-peer Online learning platform. It is an engaging and gamified web technology that helps you develop your higher-order-thinking skills according to Bloom's taxonomy of cognitive thinking. The cost for this program is $15, paid directly to the company on their website. An email invitation will be sent to your school email account that contains the link to register an account on Kritik online and enroll in the course. You MUST use your university email to sign up in order to access the course. If you have not received any email yet, please contact support@kritik.io.

How to get help with Kritik: If you have any questions about Kritik, please contact their support team at support@kritik.io or use the live chat in the app. They usually respond promptly in a few minutes during business hours. You can also visit the Kritik Help Center at https://www.kritik.io/student-user-guidance-page, which outlines a brief overview to get you up and running on the system.

Communication Policies
- **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.
- **In Person:** The best thing to do is schedule a time for us to meet if you would like to meet with me in person. This ensures you don’t waste a trip and I’m available when you stop by. You can schedule a time to meet with me here: www.meetwithdrmoore.acuitiescheduling.com. However, the office hours noted above are for walk-in appointments only—you cannot schedule to meet with me during this time, but you can stop by; these hours are first come, first served.

Grading
Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; In Class Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Pre-Weekly Discussions</td>
<td>100 points (10 @ 10 points each)</td>
</tr>
<tr>
<td>Exams</td>
<td>140 points (2 @ 70 points each)</td>
</tr>
<tr>
<td>Online Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Kritik Score</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Group Project</strong></td>
<td></td>
</tr>
<tr>
<td>Draft Outline</td>
<td>10 points</td>
</tr>
<tr>
<td>Draft Individual Sections</td>
<td>30 points</td>
</tr>
<tr>
<td>Individual Paper Sections</td>
<td>70 points</td>
</tr>
<tr>
<td>Group Reflection &amp; Check-In</td>
<td>20 points</td>
</tr>
<tr>
<td>Draft Interview Questions</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Final Analysis</strong></td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Poster Presentation</strong></td>
<td>50 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>610 points</strong></td>
<td></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%
C = 73.50-76.49%
C- = 70.00-73.49%
B+ = 86.50-89.99%
B  = 83.50-86.49%
B- = 80.00-83.49%
C+ = 76.50-79.99%
D+ = 66.50-69.99%
D  = 63.50-66.49%
D- = 60.00-63.49%
E  = 59.99% and below

All of the following must be true for the student to be eligible to receive a grade of "I:"
1) The student has completed a major portion of the course work with a passing grade (D or better),
2) the student is unable to complete course requirements because of documented circumstances beyond their control, and
3) the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Attendance Policy
Attendance and participation will be taken for a grade in this course. Activities measuring attendance and participation will be collected at random throughout the semester. Students will not receive attendance or participation points for unexcused absences.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

In addition to physically attending class, students are expected to actively engage with their peers during class activities and be fully present during all lectures. “Fully present” means the student is not only physically in class but they are also actively listening and focused on class material and not outside distractions. Headphones should be put away during class and laptops should only be used for class purposes. Students distracted by their phones, working on other tasks on laptops, or are otherwise distracted and disengaged during class will lose any attendance and participation point(s) for that class period. Students repeatedly off task will be asked to leave so they do not distract other students from learning.

First Classes Attendance Policy
According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.” This policy will be in effect for this course.

Policy Regarding Late Work & Canvas App
- All assignments are due on Canvas by 5PM on the date indicated on the course calendar unless otherwise noted.
- There is a 7-hour grace period (until 11:59PM on the due date) for online submissions. Late points will not be deducted during this time.
  - A grace period is intended to accommodate for any technical difficulties while trying to submit your assignment. If you wait until close to 11:59PM 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 (5PM) and use the grace period to resolve technical issues that may arise, if any. **Do not wait until 11:59PM to try and submit for the first time as work will not be accepted late (after 11:59PM) 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 by 5pm the day before an assignment is due).
- Assignments due in class will not be accepted late. These assignments must be turned in at the start of class to receive credit. There is no grace period for work due during class.

**Caution:** The Canvas app is a great tool for Canvas mail, announcements, and viewing your grades. It is not a great tool for submitting assignments. The uploading procedure is not reliable and your assignment may not upload properly, or at all. In addition to this, I am unable to see that you attempted to submit something using the app (I can view your activity when you access Canvas through an Internet browser). Therefore, **do not submit assignments via the Canvas app.** I will not accept your assignment should technical issues arise as a result of using the Canvas app to submit your work and the issue is not discovered until after the grace period ends.

**APA Formatting Guidelines**

Use the APA Style Guide, 6th 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. 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. I strongly encourage you not to use a citation generator for your work. If you do use one it would be very 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.**

**Classroom Policies**

- Make sure that your phone is turned to vibrate during class.
- No phones should be out during class. Using phones during class distracts you from learning, distracts others around you from learning, and distracts me. Students with phones out once class starts will be asked to leave.
- Stay on task.
- Respect your fellow classmates and instructor.
- Come to class on time and prepared to participate.

**Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be
presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodations will be honored from the time I receive the accommodation letter to the end of the semester.

**Policy Regarding Testing Accommodations:**
- Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see [https://www.dso.ufl.edu/drc/students](https://www.dso.ufl.edu/drc/students) for how to access resources and setting up accommodations.
- Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

**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. 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: [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

**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; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **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.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

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/

Online Course Evaluation Process
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/.

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.