

Youth and Family Relations– FYC 4202

Class Time: T 10:40 AM – 11:30 AM
R 10:40 AM – 12:35 PM

Class Location: FLG 0285 ([Florida Gym](#))

Instructor: Tennisha Riley Ph.D.
Email: tennriley03@ufl.edu

Office Location: McCarty Hall D (room 3028A) or Zoom
Office Hours: Tuesdays 9:30 – 10:30am or Wednesdays 3:00 – 4:00pm
* appointments welcomed...come see me!

Graduate Teaching Assistant: Simon Suuk
Email: suuksimon@ufl.edu

Office Location:
Office Hours:

Required Reading(s):

Readings for the course will be posted on Canvas. If you have trouble accessing course materials, please contact me directly via email.

Course Description: This course will examine youth development within the family system. In particular, we will review basic theory and research on youth development and how it is linked with family development, family processes, and extended family systems. Use of theory and empirical research when working with youth and their families will be highlighted.

Prerequisite Knowledge and Skills: The course prerequisite is such that students must have taken and passed FYC 3001. If you have not completed the course prerequisite, please speak to the instructor. In addition, the following skills are recommended: (a) an awareness and basic understanding of youth development and family relations; (b) some background in theory from an undergraduate social science course; (c) professional writing skills at an advanced undergraduate level.

Course Objectives

This course is an introduction to youth and family relations. To gain a greater understanding of the different domains of youth development and family development, family processes, and extended family systems. After completing this course, you will be able to:

1. Describe the theories, methodology, and research findings that form our knowledge base about youth development and family relationships.
2. Identify how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood.
3. Understand the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socio-economic status, family structure, etc.).
4. Critically evaluate theory and research and understand the practical application of these principles to families with adolescents and emerging adults (the transition to adulthood).
5. Facilitate a learning community through class discussion and collaboration.

Course Requirements:

1. **Attendance:** Please note, that class participation is an important process of learning the course material. You are expected to attend each class on time, and to meaningfully participate in class discussions. Class assignments, class discussions, and in-class activities will be graded as participation credit. If you have a concern about missing class for personal reasons, please schedule a time to speak with me during office hours. Any absences due to religious holidays should be discussed with me well in advanced (preference is during the first two weeks of the semester). More than five missed classes ([excused or unexcused](#)) will result in your final grade being dropped by one letter grade.

2. **Readings:** All readings should be completed by the due date based on the weekly schedule below. Reading will guide the discussions you have within our learning community and will impact your ability to contribute to other class activities. Below are the assignments that will support your reading and conceptualization of course materials;
3. **Just-In-Time (JIT) Assignments (5 points each):** Students will complete a weekly JIT assignment based on the assigned readings. **JIT assignments are due at the start of each class meeting** and are meant to inform in-class discussion. The instructor will provide the JIT questions on the course Canvas website in advance and provide students with 15 minutes to complete the JIT during class time. JITs will include four parts: 2 questions that critically evaluate the content of the reading and 2 open-ended reflections for each reading. Students' responses are graded on the understanding of course material and depth of reflection. The goal of this assignment to guide your knowledge of course content and facilitate open discussion in class. Completion of this assignment includes:
 - (a) Attending Class.
 - (b) Reading course materials assigned for the week.
 - (c) Completing your responses to JIT questions in class. *see syllabus for readings and due dates.
 - (d) **Do Not** summarize the course readings, instead follow the questions and reflection prompts posted in the JIT assignment and think about: (1) what interested you most about the related to the course topic, (2) how the course content may have influenced your previous thoughts about adolescents, (3) any relationships between the course content and your life or the life of others, particularly thinking about your future career working with adolescents.
4. **Exams (50 points each):** There will be 3 exams. In each course lecture I will make an effort to clearly note the topics that will be emphasized on exams. The course lectures will be posted to Canvas to provide you with a study guide. Dates of exams are listed in the class schedule below. Please take note that the last exam due date is scheduled during exam week.
5. **Final Project (100 points):** Students will complete an investigative project for their final assignment. The goal is to synthesize your knowledge of youth development. Guidelines for the paper include:
 - a. **Topic of Choice.** While there is no guideline for specific topic of choice, you should consider topics related to theory, development, and cultural context discussed in the course to help guide the responses.
 - b. **Gather information and prepare presentation.** Your presentation should provide a brief description of the purpose of the project, followed by how context has shaped a particular area of youth development and family relations. Use foundational theory related to guide your thinking.

The purpose of the final paper is to apply what you have learned over the course of the semester. Think about the broader ecological context and be sure to include unique and diverse issues relative to the youth if it is applicable (e.g., disabilities, first-generation U.S. or immigrant families, youth with sexual and gender marginalized identities). Please properly cite any resources you use for your final paper, including the course text or readings. Resources for writing in APA 7th edition format can be found by visiting the [OWL Purdue Webpage for more help](#).

Course Grades	Points	Your Points
JIT Assignments	60	
Exams	150	
Final Project	100	
TOTAL	310	

Course Grading Scale	Final Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	Failing (E)

Course Policies

1. Late work: The course materials and schedule have been thoughtfully outlined. Therefore, **there will be no late work accepted for the course.** If you have concerns or you are dealing with circumstances that prevent you from engaging in the class timeline for assignments, please contact me directly in a timely manner; rileytn@iu.edu.
2. Respect for Diversity: Our classroom is a place where diversity is accepted, encouraged, and valued. The differences between class members are embraced, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.
3. Changes to the Syllabus: This semester we will construct the syllabus together as a class. However, I, as the instructor, reserve the right to amend or change the course syllabus and scheduled timeline at any time during the semester. I will notify students if any changes are made well in advance.

University Policies and Regulations

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](#) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.
2. Religious Obligations: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](#)
 - a. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
 - b. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
 - c. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

- d. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
 - e. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: As a student at UF, you are expected to adhere to the standards and policies detailed in [the student code of conduct](#). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the **Student Conduct & Conflict Resolution** and handled according to University policies. Sanctions for academic misconduct may include receiving a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.
4. Course evaluations are an important part of improving the learning environment on UF's campus. 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 through the GatorEvals [website](#). 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 also available to students.
5. Software Use: All faculty, staff, and students at 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.
6. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can find several resources for help on [the Office of Accessibility and Gender Equity website](#).
7. It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Assistant Vice President of Accessibility and Gender Equity, ADA, and UF's Title IX Coordinator. In that event, those individuals from the Office of Accessibility and Gender Equity will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about Title IX policies. To learn more, visit the [UF title IX policy webpage](#).
8. Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported to the [Division of Student Affairs' Respect Team](#). Reports can be made anonymously if desired.

Course Outline and Assignment Due Dates

	Date	Course Discussion Topics and Readings	Assignments Due
Week 1	Jan 9 th	Course Introduction and Expectations	
	Jan 11 th	Course Introduction and Expectations	
Week 2	Jan 16 th	Foundational Theories of Youth Development and Family Systems	
	Jan 18 th	Foundational Theories of Youth Development and Family Systems	JIT: TBD
Week 3	Jan 23 rd	Ecology of the Family as Context + Environment for Human Development	
	Jan 25 th	Ecology of the Family as Context + Environment for Human Development	JIT: TBD
Week 4	Jan 30 th	Beyond Two-Parent Families	
	Feb 1 st	Beyond Two-Parent Families	JIT: TBD
Week 5	Feb 6 th	Exam 1	
	Feb 8 th	Exam 1	
Week 6	Feb 13 th	Economically Disadvantaged Youth and Families	
	Feb 15 th	Economically Disadvantaged Youth Families	JIT: TBD
Week 7	Feb 20 th	Raising Racially and Ethnically Marginalized Youth	
	Feb 22 nd	Raising Racially and Ethnically Marginalized Youth	JIT: TBD
Week 8	Feb 27 th	Parenting Styles and Communication	

	Feb 29 th	Parenting Styles and Communication		JIT: TBD
Week 9	Mar 5 th	Exam 2		
	Mar 8 th	Exam 2		
Week 10	Mar 12 th	SPRING BREAK		
	Mar 14 th	SPRING BREAK		
Week 11	Mar 19 th	Youth and Family Mental Health		
	Mar 21 st	Youth and Family Mental Health		JIT: TBD
Week 12	Mar 26 th	Youth and Families Divorced and Separated		
	Mar 28 th	Youth and Families Divorced and Separated		JIT: TBD
Week 13	Apr 2 nd	Changing Youth Culture: Technology, Economy, and Politics		
	Apr 4 th	Changing Youth Culture: Technology, Economy, and Politics		JIT: TBD
Week 14	Apr 9 th	Youth and Family Resilience		
	Apr 11 th	Youth and Family Resilience		JIT: TBD
Week 15	Apr 16 th	Leaving the Household		
	Apr 18 th	Leaving the Household		JIT: TBD
Week 16	Apr 23 rd	Exam 3		
	Apr 25 th	Final Project Presentation		
Finals Week	Apr 29 th – May 3 rd	Submit any exam final drafts		