Foundations of Youth Development
Department of Family, Youth and Community Sciences

FYC 3201 | Section **12364**| Spring 2025
Tuesday | 10:40 AM - 11:30 AM | **Thursday** | 10:40 AM - 12:35 PM
Location: TBD

Welcome to the *Helping-People* Major

Instructor: Kate H. Fletcher, PhD., "Dr. Kate"
Email: khfletch@ufl.edu
Office: McCarty B G085
Student Hours: Wednesdays 10:00 AM – 11:45 AM & Thursdays 1:00 PM – 1:45 PM
Class Location: TBD

Please be mindful: *Email responses are replied to within a 24-hour period,*
M-F from 8am to 4pm.

Graduate TA:

Eryan Johnson esjohnson@ufl.edu

Undergraduate TA's:

Emma Adams: emmaadams@ufl.edu
Natasha Counts: natashacounts@ufl.edu
Molly Wagner: wagner.molly@ufl.edu

THE BASICS: COURSE INFORMATION
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. 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 the context of family, school, and community are emphasized throughout the course.

COURSE FORMAT

This course includes discussion-based lectures, videos, teamwork, guest speakers, in-class exercises, homework, written assignments, web-based assignments, cohort engagement, service-learning, and quizzes.

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:

1. Describe the major milestones and changes in physical, cognitive, social and emotional development that occur in middle childhood, adolescents and adulthood.
2. Identify and apply major theories and research that help us understand and explain development throughout this period.
3. 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.
4. Think critically about issues affecting youth development as they impact your life now and in your future roles as a family member, a citizen, and as a professional.
5. Facilitate learning through class discussion, collaboration, and team work.

COURSE EXPECTATIONS

This is an *interactive class* with an ***exceptionally high level of student engagement***. To make the most out of this class, attendance is strongly encouraged. Although your attendance is not recorded daily, your attendance and participation are critical factors in your success in our class. 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.

WHAT DO YOU NEED TO BUY?

COURSE TEXTBOOKS

Berk, L. E. (2021). *Infants, children, and adolescents* (9th ed.). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: American Psychological Association. ISBN: 9781433832178

COURSE ASSIGNMENTS

This course is designed to provide students with the foundational knowledge, skills and tools needed to expand their knowledge, awareness, and understanding of youth development. The following assignments, trainings, and quizzes will be conducted over the course of the semester to help enhance and reinforce the concepts and theories we cover during this course.

Per 8.003: Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

Course Materials	Possible Points
Living Stories	100
Service-Learning	100
Team Project	100
Trainings	30
Content Quizzes	200
Course Participation and Engagement	70
TOTAL POINTS	**600**

Remember, **your grade is a direct result of the effort that you put into this course**.

LIVING STORIES (100 points)

Living Stories are said to be a collection of "living books" allowing "living beings" to explore experiences, people, places, communities, and cultures that shape our lives. This semester our classroom will become a Living Story to enhance the built community within FYCS. Each student offers their own unique collection of stories; for three-weeks students will "borrow" a "living book" to connect, communicate, and build community. "Living books" will be selected at random. If you would like to be paired with a student, a google form link will be provided in our Canvas Hub. Please use this form to request the "living book" you'd like to be matched with. Students will be provided with a description of a "living book" via google slides and a set of icebreakers. At the end of each library session, students will complete a Living Story card sharing their learned experiences.

Your "Living Book" Description (10 points)
- Think of this as the information on the back of the book. Students will answer a set of questions that will be shared to provide potential "borrowers" (fellow classmates) with a brief synopsis of who they are.

Living Stories Card (80 points)
- Students will complete five (5) separate library story cards that share their learned experiences with each "living book". Each library card submission is worth 16 points.

Community Stories Library (10 points)

- As a class "community", we will complete our final library stories sharing day together as an entire class. This library card submission is worth 10 points.

SERVICE-LEARNING (100 points)

Service-learning will be integrated into our course by actively engaging students with a local agency in our community. Students are responsible for securing their service-learning site within the first three weeks of class, completing a minimum of 20 hours of service, and reflecting on their experiences in connection with course concepts. This hands-on engagement allows students to apply theories and research related to families, youth, and communities in real-world settings, fostering deeper learning and personal growth. Details for each assignment will be found in our Canvas Hub.

Service-Learning Information Form (25 points)

You must locate a community-based agency to complete your 20–25 hours of service-learning this semester and ensure the Service-Learning Information Form (SLIF) is signed by both you and your site supervisor. Upload the completed SLIF to Canvas by the due date (or within the grace period), as failure to do so will result in zero credit for all service-learning assignments.

Service-Learning Journals (25 points each)

Service-Learning (SLJs), found in the Assignments tab on Canvas, will require detailed reflections on your Journals service-learning experiences at two points during the semester. Each journal will be graded based on specificity, connection to class concepts and theories, and adherence to APA 7th edition formatting, including grammar, citations, and structure.

Service-Learning Time Log (25 points)

The Service-Learning Time Log (SLTL), located in the Assignments tab on Canvas, must be electronically signed by your site supervisor and yourself once all hours are completed, with totals entered in the designated box. If using multiple agencies, submit separate SLTLs, and note that incomplete hours will result in a deduction of 3.5 points per hour not fulfilled.

THE TEAM PROJECT (100 points total)

Team Investigative Paper: Youth Development

Your team will complete an investigative paper on youth development, focusing on the challenges and opportunities youth (ages 6–18) experience in their daily lives and broader environments (e.g., schools, peer groups, communities). Consider applying foundational theories we discussed in Chapter 1, such as Bronfenbrenner's Ecological Systems Theory, to analyze factors that influence youth development – details in Canvas Hub.

Each Team has flexibility in how you approach this assignment, however here are some potential areas of focus:

- **Mental Health and Well-being**: Addressing issues such as anxiety, depression, self-esteem, and/or coping skills.
- **Peer Relationships and Social Dynamics**: Exploring topics like bullying, friendship development, peer pressure, and/or social media influences.
- **Educational and Academic Development**: Examining the impact of school environments, extracurricular activities, learning styles, and/or access to resources.
- **Community Engagement**: Analyzing the role of community programs, volunteerism, or mentorship in youth development.
- **Adolescence and Identity Formation**: Investigating self-discovery, personal values, cultural identity, and/or independence.
- **Access to Resources and Opportunities**: Considering disparities in access to technology, safe spaces, extracurriculars, and/or enrichment programs.
- **Resilience and Coping Strategies**: Understanding how youth navigate adversity, develop grit, and/or build support networks.

Be creative and thoughtful in your analysis, and ensure your paper explores both the challenges youth face and the opportunities for positive growth and development.

- You will find more information about this team project under the "Team Project" section on Canvas.
- Teams will be created based on interests and career paths.
- Each team will have time during class to work, HOWEVER you will also need to spend time collaborating outside of class, too.

Firing a Team Member

Teams are not always functional, and some members may choose not to fully participate. In such cases, you have the option to fire a team member. Effective teamwork and professional communication are essential skills for your future roles. If a team member is consistently causing issues and hindering the team's success, the team has the right to remove them from the project. For details on this process and valid reasons for firing, refer to the "Team Project" section on Canvas.

TRAININGS (30 points total)

ACES: Preventing Adverse Childhood Experiences (10 points)

ACEs can impact kids' health and well-being. They can have long-term effects on adult health and wellness. Their consequences can affect families, communities, and even society. Thankfully, ACEs are preventable. These trainings will help you understand, recognize, and prevent ACEs. Get the insights you need to create healthier, happier childhoods for kids today and bright futures for adults tomorrow.

Kognito (10 points)

Using modern principles behind neuroscience, social cognition, and game mechanics, Kognito creates simulated conversations with virtual humans where people practice and self-assess

their ability to manage conversations that can lead to positive changes in social, emotional, and physical health – details in Canvas Hub.

Youth Protection Training (10 points)

YCS800 is a required course for all staff and volunteers involved in University of Florida-affiliated programs/activities involving individuals under the age of 18, as the University of Florida places the utmost importance on creating a safe and secure environment for minors engaged in UF-affiliated youth programs or events, and for its employees. The training has been developed to equip individuals with the knowledge to: employ strategies to provide a safe environment for youth/minors; recognize the different types and signs of child abuse; properly respond to incidents involving youth and/or report known or suspected child abuse – details in Canvas Hub.

CONTENT QUIZZES (200 points total)

Two-Stage Collaborative Content Quizzes (200 points)

There will be 4 two-stage collaborative content quizzes over the course of the semester. Each quiz will be divided into two-stages. Stage one: you will take the quiz online where it will cover the material learned over the *previous* weeks. Stage two: you will take the same quiz in class where you will be matched with several other classmates; you'll complete this portion of the quiz together. The two scores (stage one and stage two) will be combined for a final grade for that specific content quiz. Stage one is worth 75% and stage two is worth 25%.

Content quizzes may include multiple choice, matching, and short answer/fill in the blank questions. The quizzes will consist of 10 - 20 questions.

Content Quiz 1: Chapters 1, 2, and 7 – please see the course calendar for specific pages that we will cover (50 points).

Content Quiz 2: Chapters 11 and 14 – Physical Development in Middle Childhood and Adolescence (50 points).

Content Quiz 3: Chapters 12 and 15 – Cognitive Development in Middle Childhood and Adolescence (50 points).

Content Quiz 4: Chapters 13 and 16 – Social and Emotional Development in Middle Childhood and Adolescence (50 points).

COURSE PARTICIPATION AND ENGAGEMENT (70 points total)

Students are expected to demonstrate their preparation for class and their understanding of the course materials through active participation and engagement in class and virtual environments. Participation and engagement points will be awarded to students via in-class activities, teamwork in class, or other Canvas-based submissions. If you miss a class participation and engagement (CP&E) opportunity, you will receive a zero, **there are no make-ups**. HOWEVER, *there will be more opportunities for points than the maximum points possible*. There will be approximately 100 points worth of CP&E, you will only need to complete 70 points to receive full credit. **Dates of these opportunities may not always be posted**. **Therefore, attending class**

is imperative to your success, and many times the only way to complete these course participation and engagement opportunities. Please be mindful that there is no grace-period for any CP&E opportunities due to the nature and scope of these unique opportunities.

COURSE POLICIES

LATE POLICY

I believe in allowing students the opportunity to submit assignments on a flexible timeline, thus, each student may submit assignments up to *48 hours (2 days) after the posted due date*, no questions asked, no points deducted. However, if you miss submitting any assignment past this grace period, you will automatically receive a **zero for that assignment** (*unless you have spoken with me prior via Canvas only for an extension or have an extenuating circumstance*).

To see the UF Policy on absences see:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

MAKE-UP POLICY

As I offer a flexible timeline for assignment submission, the chance to "miss" up-to 25 points of course engagement and participation, extended quiz timeframe, and extra credit opportunities, **there are no make-ups** (unless you had extenuating circumstances beyond your control, see UF Policy on absences).
- Please make your best effort to attend <u>each</u> class session, if you are not able to attend, you must **be proactive by emailing me via canvas mail** to inform me of your absence. Please be mindful: *I reserve the right to decrease your overall grade if there are more than 4 unexcused absences*.

Grading

COURSE GRADING

assignment, activity, and quiz, has a point value attached to it. You will earn these points as you successfully complete them.
A minimum grade of "C" is required for General Education credit.

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60 – 62%
C+ = 77-79%	E = 59%

COURSE CALENDAR

Our Course Calendar is subject to change based on circumstances that are beyond our control. If there are any changes, please expect to receive an **Announcement via Canvas** with any changes, updates, information, or other.

Please ensure your Canvas settings are set to receive announcements via your UFL email.

WEEK	DATE	CLASS TOPIC	ASSIGNMENT DUE DATES	MINDFUL MEMOS
1	1/14	Introduction, Syllabus & Expectations		
	1/16	CH 1 p. 3 – 20, Living Stories & Team Project	Team Project: Step 1 **Due** at 11:59pm	Drop/Add **Ends** tomorrow 1/17 at 11:59pm
2	1/21	CH 1 p. 20 – 32, 34	Your "**Living Book**" Description **Due** at 11:59pm	
	1/23	CH 2 p. 51 – 64; 68 – 69 (Affluence), 74 -75 (Culture) & 79 – 84 (Epigenetics)	SLJ1 & SLIF **Due** at 11:59pm	ACES, Kognito & YPT Trainings Due at 11:59pm
3	1/28	**Living Stories #1**	Library Stories Card #1 **Due** at 11:59pm	
	1/30	CH 7 p. 256 – 271		Content Quiz 1 **Opens**
4	2/4	**Content Quiz 1** & Team Project (work on Step 2)		Content Quiz 1 **Closes** at 10:00am
	2/6	CH 11 p. 405 – 416		
5	2/11	**Living Stories #2**	Library Stories Card #2 **Due** at 11:59pm	
	2/13	CH 11 p. 416 – 427	Team Project: Step 2 **Due** at 11:59pm	
6	2/18	CH 14 p. 525 – 534		
	2/20	CH 14 p. 534 – 557		Content Quiz 2 **Opens**
7	2/25	**Content Quiz 2** & Team Project (work on Step 3)		Content Quiz 2 **Closes** at 10:00am

	2/27	**Living Stories #3**	Library Stories Card #3 **Due** at 11:59pm	
8	3/4	CH 12 p. 431 – 448		
	3/6	CH 12 p. 448 – 461	Team Project: Step 3 **Due** at 11:59pm	
9	3/11	**Living Stories #4**	Library Stories Card #4 **Due** at 11:59pm	
	3/13	CH 15 p. 561 – 589		Content Quiz 3 **Opens**
10	3/18	**UF Spring Break**		
	3/20			
11	3/25	**Content Quiz 3** & Team Project (work on step 4)		Content Quiz 3 **Closes** at 10:00am
	3/27	CH 13 p. 477 – 492		
12	4/1	**Living Stories #5**	Library Stories Card #5, **Due** at 11:59pm	
	4/3	CH 13 p. 492 – 501 & CH 16 p. 593 – 620		
13	4/8	CH 16 p. 621 – 631		Content Quiz 4 **Opens**
	4/10	**Content Quiz 4** & Team Project (Final Day)	Team Project: Step 4 **Due** at 11:59pm	Content Quiz 4 **Closes** at 10:00am
14	4/15	**Team Project "Sharing Day"**	SLJ2 & SLTL **Due** at 11:59pm	
	4/17	**Community Stories Library**	Community Stories Card **Due** at 11:59pm	
15	4/22	**End of Class Celebration**		**Last Day of Class Celebrations!**
	4/24	**UF Reading Day - End of Spring 2025, You Made It!**		

UF POLICIES AND SERVICES

COURSE GUIDELINES

The following must be true for you to be eligible to receive a grade of *Incomplete* or "I":

1. You completed a major portion of the course work with a passing grade (C or better), **&**

2. You are unable to complete course requirements because of documented circumstances beyond your control, **&**

3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

ATTENDANCE AND MAKE-UP 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/UGRD/academic-regulations/attendance-policies/

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. 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/

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/process/student-conduct-honor-code

ARTIFICIAL INTELLIGENCE

All faculty, staff and students of the University of Florida 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.

Generative AI and Teaching – the following three areas are an acceptable to use of ChatGPT in our class, beyond these three areas, please ask permission (in writing via Canvas mail to both instructors).
https://citt.ufl.edu/services/learning-innovation--technology/artificial-intelligence/gen-ai-and-teaching/

- **Tutoring and Learning Assistance:** "ChatGPT can be an excellent source of tutoring for students. Students can use ChatGPT to get a simplified explanation of a general topic, to have a transcript of an explanation reworded for easier understanding, to have the purpose of a sample of programming code explained, and more. The ability to ask potentially silly questions in a non-judgmental environment might be extremely beneficial for students that are nervous about approaching TAs or attending office hours. Language model AIs will become prominent tools in the learning process, much like how graphing calculators made visualizing functions much easier when they were first released" (UF CITT, n.d. para. 2).
- **Content Creation:** "Faculty can use ChatGPT to quickly create small assignments or rubrics that can be edited to fit the needs of the course. ChatGPT can also be used to brainstorm ways to approach explaining complex topics at a simpler level. For example, ChatGPT can be asked to "Explain general relativity at a high school level" to get a starting point for a lecture" (UF CITT, n.d. para. 4).
- **Brainstorming:** "ChatGPT can be used to quickly brainstorm ideas for lectures or assessments. By having the AI generate outlines of a lecture series or list potential ways to assess knowledge about a topic, an instructor could then use those starting points to craft a syllabus or lesson plan for upcoming courses" (UF CITT, n.d. para. 5).
- **AI Allowed**: It is crucial for you to ensure you understand the material and can independently apply critical thinking and analysis to the assignment. Language models/Chatbots, such as ChatGPT, can aid in exploring perspectives and refining arguments. You are encouraged to use language models and verify the information provided. Please refer to the individual grading rubrics for assignments for specific details.
- **AI Not Allowed**: As stated, the application of critical thinking is a vital skill to be developed in our course. AI is not to be utilized as a paper generator, tool to answer quiz questions, or in place of your independent thinking and understanding and application of course content. Failure to abide by these standards **will result in an automatic zero**.

SERVICES FOR STUDENTS WITH DISABILITIES/VARYING ABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. 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, https://disability.ufl.edu/

If you are working with the Disability Resource Center, please have the DRC email me your accommodation letter during the **first week of the semester. Once received, I will be able to coordinate a plan for your success in our class. **

CAMPUS HELPING RESOURCES

The University of Florida takes great pride in providing a caring campus culture and has many support services available to help students succeed. 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. Below you'll find some of the programs and services that comprise our commitment to you on campus and beyond.

Disability Resource Center is available to students in need of support and/or accommodations for physical, learning, sensory, or psychological disabilities.
https://drc.dso.ufl.edu/ (352) 392-8565

Counseling and Wellness Center offers services and resources related to a variety of personal concerns, including but not limited to test-related stress, anxiety and depression, substance use, relationships, and sexual orientation and gender. All services are confidential. If a student is having a mental health emergency, they can and to speak to a crisis counselor.
https://counseling.ufl.edu/ (352) 392-1575

Office of Victim Services recognizes that few events, if any, that may occur in one's life can compare to the potentially traumatizing effects of being a victim of a crime. A victim advocate is available 24/7 to provide support for victims of actual or threatened violence. All services as free and confidential.
https://police.ufl.edu/about/divisions/office-of-victim-services/ (352)392-5648

GatorWell Health Promotion Services is UF's campus health promotion department. Services include: HIV testing, Quit Tobacco coaching, Wellness Coaching for Academic Success, Health Huts, and various other outreach/educational events.

http://gatorwell.ufsa.ufl.edu/ (352) 273-4450

UF Computing Help Desk is available to help students with technical issues, including Canvas.
http://helpdesk.ufl.edu/ (352) 392-HELP

U Matter, We Care is an initiative committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if someone is in need. If someone you know is in distress, and it is not a crisis situation, please contact the U Matter, We Care Team so they can reach out to that person. If we feel that you are in distress we will submit a check-in to request contact.
http://www.umatter.ufl.edu/ (352) 294-CARE

Recreational Sports offers experiences that enrich the lives of University of Florida students through excellence in facilities, fitness, sport, adventure and play.
http://recsports.ufl.edu/ (352) 846-1081

Career Connections Center offers career assistance and counseling services.
http://career.ufl.edu/ (352)392-1601

Writing Studio can help with brainstorming, formatting, and writing tips for papers.
http://writing.ufl.edu/writing-studio/ (352)846-1138
UF Field & Fork Food Pantry offers students operating on a tight budget or those struggling with food insecurity, FREE non-perishable food, toiletries, and fresh vegetables.
https://fieldandfork.ufl.edu/

Student Success Initiative this site provides UF undergraduate students pathways for connection to fellow members of the Gator Community and to resources to help you thrive.
http://studentsuccess.ufl.edu/

STUDENT COMPLAINTS

For online courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
For residential courses: https://em.ufl.edu/complaint

The instructor reserves the right to change any aspect of this syllabus and to make appropriate updates. Changes to the syllabus, including the course calendar, will be communicated to students in a timely manner via Canvas and during class time.