

## Cover Sheet: Request 12019

### FYC4XXX--Engaging Communities for Decision Making and Action

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/3/2017 2:12:33 PM
Updated	11/25/2017 1:04:48 PM
Description of request	New Undergraduate Course

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 514932000	Kathryn Ivey		11/3/2017
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Kathryn Ivey	Changes requested at the 11/17/17 CALS Curriculum Committee have been addressed.	11/25/2017
Syllabus Engaging Communities_Culen FINAL.docx					11/21/2017
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/25/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 12019

### Info

**Request:** FYC4XXX--Engaging Communities for Decision Making and Action

**Description of request:** New Undergraduate Course

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/21/2017 1:37:16 PM

**Form version:** 2

### Responses

**Recommended Prefix**FYC

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title**Engaging Communities for Decision Making and Action

**Transcript Title**Engaging Communities

**Degree Type**Baccalaureate

**Delivery Method(s)**4136On-Campus

**Co-Listing**No

**Effective Term** Earliest Available

**Effective Year**2018

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**3

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Students survey citizens and analyze data of scientific, technological, environmental and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision making skills as they relate to community issues.

**Prerequisites** Junior standing

**Co-requisites** n/a

**Rationale and Placement in Curriculum** This is an upper level community elective providing options for our majors and minors who want to pursue a higher level community course within the department.

**Course Objectives** Upon completion of the course students will be able to...

1. ...identify and analyze community based problems and issues.
2. ...apply the skills needed for the identification of data and proper data procurement related to the resolution of community issues.
3. ...conduct methodologically correct basic and applied research related to the investigation of community issues.
4. ...identify those skills related to decision making at the community level that can be used in the resolution of issues.
5. ...develop community action plans designed to help resolve the issues under investigation.
6. ...plan effective education programs related to community issues and sustainability.

**Course Textbook(s) and/or Other Assigned Reading Required:**

Hungerford, H., R., Volk, T., and Ramsey, J. (1997). Science, Technology and Society: Investigating and Evaluating STS Issues and Solutions. Student Edition Champaign, IL: Stipes Publishing L.L.C. ISBN 0- 87563-717-5

Additional Reading / References:

Cheak, M., Volk, T. and Hungerford, H.R. (2002). "Molokai: An Investment in Children, the Community, and the Environment." Carbondale, IL: The Center for Instruction, Staff Development and Evaluation.

Diem, K. G. (2004). A step-by-step guide to developing effective questionnaires and survey procedures for program evaluation & research. Rutgers Cooperative Research & Extension, NJAES, Rutgers, The State University of New Jersey. Retrieved from University of Canberra E-reserve.

Dietrich, C. (2010). "Decision Making: Factors that Influence Decision Making, Heuristics Used and Decision Outcomes." *Inquires Journal*, 2(02) pp.2-3.

Ernst, J. A., Monroe, M. C., & Simmons, B. (2009). Evaluating your environmental education programs: A workbook for practitioners. Washington, DC: North American Association for Environmental Education.

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Incite, (2014). Participatory Action Research. Retrieved from [http://www.incite-national.org/sites/default/files/incite\\_files/resource\\_docs/5614\\_toolkitrev-par.pdf](http://www.incite-national.org/sites/default/files/incite_files/resource_docs/5614_toolkitrev-par.pdf)

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In Terry, John, Editor-in-Chief. (2002). *Community Youth Development Anthology 2002*. Published in collaboration with The Institute for Just Communities and Brandeis University's Institute for Sustainable Development at the Heller School for Social Policy and Management. Sudbury, MA.

**Weekly Schedule of Topics** Identifying Community Issues

Developing Research Questions for your Issue:

Using Surveys, Questionnaires and Opinonnaires to Collect Information.

Populations, Sampling and Sampling Strategies

Finalizing your Issue Investigation Plan

Begin Data Collection

Introduction to Data Interpretation:

Conclusions, Inferences and

Recommendations.

Data Analysis: Interpreting your results

Involving Citizens

Completion of Issue Investigation Presentation.

Issue Investigation Reports and Presentation of Community Action Plans

**Links and Policies Attendance/Participation:**

Attendance will be recorded at various points in the semester. Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class.

**Absences 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/ugrad/current/regulations/info/attendance.aspx>.

**Cell Phones/Laptops/Other Technology:**

Your phone should be silent during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not Face Book, surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor ... and your own ability to learn. Students who are in violation will be warned (first offense), and asked to leave the classroom (second offense). Use of any devices are forbidden during quizzes and exams.

**Respect:**

Treat the other students and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

**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>.

Concise guidelines for ethical writing (non-plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism--0>.

**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.

**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/](http://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/](http://www.umatter.ufl.edu/) • Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Services for Students with Disabilities:**

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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Grading Scheme** Points Possible      % Total

Class Participation and Teamwork

100      16.67%

Issue Analysis Notebook and Presentation

75      12.50%

Survey/Data Collection Techniques

75      12.50%

Issue Investigation Presentation

50      8.33%

Issue Investigation Final Report

50      8.33% Community Issue Action Plan  
and Presentation

50 8.33%

Quiz(s) 100 16.67%

Reading Reviews (5 points each) 100 16.67%

Totals

600 100.00%

**Grading Scale:**

A: 93% or greater (558-600 points)

A-: 90%-92.9% (557-540 points)

B+: 87%-89.9% (539-522 points)

B: 83%-86.9% (521-498 points)

B-: 80%-82.9% (497-480 points)

C+: 77%-79.9% (479-462 points)

C: 73%-76.9% (461-438 points)

C-: 70%-72.9% (437-420 points)

D+: 67%-69.9% (419-402 points)

D: 63%-66.9% (401-378 points)

D-: 60%-62.9% (377-360 points)

E: <60% (<360 points)

**Instructor(s)** Gerald R. Culen, Ph.D.

# Engaging Communities for Decision Making and Action

## FYC XXXX

3 Credit Hours

**Instructor:** Jerry Culen, Ph.D., Associate Professor  
Department of Family, Youth and Community Sciences  
**Office:** G087 McCarty Hall B  
**Telephone:** 352-273-3525  
**E-mail:** [grculen@ufl.edu](mailto:grculen@ufl.edu)

**Office Hours:** T 11:00a.m. to 1:00p.m. and R 11:00a.m. to 1:00p.m. or by appt. (Subject to change due to other university responsibilities). You may contact me to schedule appointments outside normal office hours.

**Communication:** Assignments, readings, Power Points and project resources will be posted in CANVAS the e-Learning platform for UF. Found at <https://lss.at.ufl.edu>  
In general, my regular email, [grculen@ufl.edu](mailto:grculen@ufl.edu), is the best means to reach me. I will be checking email daily except for weekends and holidays.

**Excused Absences:** Please submit email request directly to me. You will be required to complete all missed assignments ASAP. (See below for details about excused absences.)

**Course Description:** Students survey citizens and analyze data of scientific technological environmental and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision-making skills as they relate to community issues.

### Course Objectives:

Upon completion of the course students will be able to...

1. ...identify and analyze community based problems and issues.
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6. ...plan effective education programs related to community issues and sustainability.

**Teaching/Learning Methods:**

In this course, students actively engage in the practice of issue investigation and evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments. This is the essence of university--level coursework.

**Weekly Topics/Schedule/Reading Materials:**

Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.

**Course Schedule:**

<i>CLASS</i>	<i>TOPIC</i>	<i>ASSIGNMENTS/READINGS</i>
<i>Week 1: Classes 1-2</i>	<p><i>Getting Acquainted.</i>  <i>Overview of course</i>  <i>Syllabus, Organization, Assignments.</i>  <i>Goals for Issue Instruction.</i>  <i>Textbook Review.</i></p> <p><i>Activity Events, Problems and Issues</i>  <b>Activity:</b> <i>List, Categorize and Prioritize Local and National Issues (Discussion).</i>  <i>Issue Webs.(Chart Paper)</i></p>	<p>Syllabus</p> <p>R1: STS Text Ch. I.  R2: Incite handout (2014).  <i>Participatory Action Research.</i>  R3: Sanchez, J. S., Lomeli-Loeb, C., &amp; Nelson, A. A. (2009).  <i>Youth-Led Participatory Action Research for Mental Health Justice with Youth In Focus</i></p>
<i>Class 3</i>	<p><i>Case Study Approach.</i>  <u><i>Introduction to Issue Investigation:</i></u>  <i>Beliefs and Values</i> <b>Activity:</b> <i>Where do you stand? The Value Fair Learning Environment.</i>  <i>The Basics of Issue Analysis: Training and Application.</i>  <i>What are the Values? Issue Articles.</i>  <i>Discuss Participatory Action Research</i></p>	<p>R4: GMO readings  R5: STS Text Ch. II</p>
<i>Class4</i>		
<i>Classes 5</i>	<p><i>More about Issue Analysis</i>  <i>Crisis in the Keys: Video Analysis</i>  <i>Issue Analysis on Your Own.</i>  <i>Information or Advocacy.</i>  <i>Reading Review:</i></p>	

<p>Week 2: Classes 6</p>	<p><i>Identifying Community Issues: Information Resources: Primary and Secondary. Getting Started on Issue Investigation. Identifying an Issue for Investigation. Begin Issue Journals: <b>Assignment</b></i></p>	<p>R6: CYD Journal, James, T. <i>Democratizing Knowledge</i>. Vol. 4 No.1 pp. 33-39.</p> <p>R7: STS Text CH III pp. 77-89. <i>Summaries and references.</i></p>
<p>Classes 7-8 continued</p>	<p><i>Continue Identifying an Issue for Investigation and Issue Journals: <b>Assignment</b></i></p>	
<p>Classes 9-10</p>	<p><i>Developing Research Questions for your Issue: Directing the Investigation via Research Questions. Research Question Rules. Identifying Issue Variables. What is enough information?  Reading Review:</i></p>	<p>Quiz 1 Class 9 R8: STS Text pp. 59-76 R9: Hsu, S. (2004). "The Effects of an Environmental Education Program on Responsible Environmental Behavior and Associated Environmental Literacy</p>
<p>Week 3: Classes 11-12 continued</p>	<p><i>Using Surveys, Questionnaires and Opinionnaires to Collect Information. What is Driving Instrument Development? The Good the Bad and the Ugly of Survey/Instrument Development: What not to do.  Investigation planning sequence: pp. 121- 123 Identify research questions for issue investigation. Begin developing surveys/instruments for issue investigation.</i></p>	<p>R10: STS Text pp.101-118</p> <p>R11: Diem, K. (2002). <i>A Step- By-Step Guide to Developing Effective Questionnaires and Survey Procedures for Program Evaluation &amp; Research</i></p> <p>R12: Ernst, Monroe, &amp; Simmons (2012) pp. 45-61.</p>
<p>Classes 13-15</p>	<p><i>Populations, Sampling and Sampling Strategies. Random vs. Systematic vs. Convenience. Interview Techniques. Data Collection Techniques: Sampling in the Community. Continue survey/instrument development. Pilot testing surveys.</i></p>	<p>R13: STS Text pp. 119-125 R14: Israel, G (2013). <i>Determining Sample Size Issue Analysis Notebooks due. Issue analysis presentations.</i> R15: Walker (2001). <i>Making Time for Your Community: Decision Making</i></p>



<i>Week 4: Classes 16-17</i>	<i>Finalizing your Issue Investigation Plan: Research Questions Survey/Instrument Design Data Collection Procedures.  Final Approval of Issue Investigation.</i>	R16: STS Text Ch.VI
<i>Classes 18-19</i>	<i>Begin Data Collection</i>	
<i>Week 5: Classes 20-21</i>	<i>Introduction to Data Interpretation: Conclusions, Inferences and Recommendations. Activity: Deer Tale or Deer Tail? Generalizability and Representativeness: Problems and Concerns</i>	R17: STS Text Ch. V  R18: <u>CYD Anthology2002</u> <i>Section II How Organizations Learn. pp. 31-37</i>
<i>Classes 22-23 continued</i>	<i>Data Analysis: Interpreting your results</i>	R19: Taylor-Powell & Renner (2003). <i>Analyzing Qualitative Data.</i> R20: Taylor-Powell (1996). <i>Analyzing Quantitative Data.</i>
<i>Class 24</i>	<i>Involving Citizens: Issue Resolution Methods. Modes of Citizenship Action. Action Analysis Criteria.  Developing Community Action Plans. pp.192-194</i>	R21: STS Text Ch. VII R22 : Abi-Nader, J., Dunnigan, K., Markley, K., & Buckley, D. (2001). <i>Asset-Based Community Development &amp; Community Organizing Guidelines</i> , pp. 52- 64.
<i>Week 6: Classes 25-26 continued</i>	<i>Completion of Issue Investigation Presentation. Building Organizational Capacity to Engage in Citizen Led Research, Evaluation, and Planning</i>	R23: “ <i>Involving Young People in Community Evaluation Research</i> ” Checkoway.
<i>Classes 27-29</i>	<i>Issue Investigation Reports and Presentation of Community Action Plans:  Critiques, Discussion and Feedback.</i>	<i>Class evaluation</i>

**Textbook Information:**

Required:

Hungerford, H., R., Volk, T., and Ramsey, J. (1997). *Science, Technology and Society: Investigating and Evaluating STS Issues and Solutions*. Student Edition Champaign, IL: Stipes Publishing L.L.C. ISBN 0- 87563-717-5

**Additional Reading / References:**

Cheak, M., Volk, T. and Hungerford, H.R. (2002). "Molokai: An Investment in Children, the Community, and the Environment." Carbondale, IL: The Center for Instruction, Staff Development and Evaluation.

Diem, K. G. (2004). A step-by-step guide to developing effective questionnaires and survey procedures for program evaluation & research. *Rutgers Cooperative Research & Extension, NJAES, Rutgers, The State University of New Jersey*. Retrieved from *University of Canberra E-reserve*.

Dietrich, C. (2010). "Decision Making: Factors that Influence Decision Making, Heuristics Used and Decision Outcomes." *Inquires Journal*, 2(02) pp.2-3.

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In addition to the above, students will be required to identify and select readings pertaining to particular issues under study (see Topical Outline). These readings will be synthesized into an issue analysis/review and presented in class.

**Grading Criteria:**

	Points Possible	% Total
Class Participation and Teamwork	100	16.67%
Issue Analysis Notebook and Presentation	75	12.50%
Survey/Data Collection Techniques	75	12.50%
Issue Investigation Presentation	50	8.33%
Issue Investigation Final Report	50	8.33%
Community Issue Action Plan and Presentation	50	8.33%
Quizzes	100	16.67%
Reading Reviews (5 points each)	100	16.67%
Totals	600	100.00%

**Working on a Team:**

For several assignments students will be randomly assigned to a team of three (4) to five (5) students. To be successful in a group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including in-person, via chat rooms, email messages, and telephone calls.

- *Be an active team player*
- *Contribute to the assignment and share the work load*
- *Share your thoughts about the process, problems, and concerns*
- *Provide constructive feedback to the other group members*
- *Remember that this is a learning process and should increase your knowledge*

**Peer Evaluation of Participation in Team Activities & Final Project:**

Group activities and assignments are truly intended to be *team* efforts, reflective of real-world professional practices. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person are particularly valued (more than suggested scores). Once all group assignments have been completed and submitted, each team member will be asked to score each of the other members of the team, including themselves, on a 10-point scale (keeping in mind the same grade ranges used for our course) based on each person's contribution to the research, preparation, and delivery of the group project/presentation and any class assignments involving team participation.

**Grading Scales and Expectations:**

- Grading Scale is as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
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Percentage	.930 or >	.900- .929	.870- .899	.830- .869	.800- .829	.770- .799	.730- .769	.700- .729	.670- .699	.630- .669	.600- .629	<.600
Points	558- 600	540- 557	522- 539	498- 521	480- 497	462- 479	438- 461	420- 437	402- 419	378- 401	360- 377	<360

Note: C- or below is not a passing grade for FYCS majors.

- It is the student's responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University--approved excuses will be accepted.

**Attendance/Participation:**

Attendance will be recorded at various points in the semester. Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class.

**Absences and Make-- Up Work:**

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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/](http://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/](http://www.umatter.ufl.edu/) • Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Services for Students with Disabilities:**

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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)