

FNED 352: Seminar in Youth Development

Section 01 (Fri, 9:00 – 11:50) • HBS 205

CURR 347: Service Learning in Educational Contexts

Section 01 (Fri, 12:00 – 12:50) • HBS 205

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Catalog Description

FNED 352: As the foundational seminar in the Youth Development BA program, this class provides a framework to integrate the multidisciplinary approaches of education, social work and non-profit studies in the field. 3 credit hours. Prerequisite: FNED 346, SWRK 240 or permission of the department chair. Concurrent with CURR 347.

CURR 347: Students will engage in 15 hours of service in a PK-12 educational setting and will collaboratively examine the pedagogy and best practices of service learning. 1 credit hour. Pre-requisite: FNED 346 or consent of department chair. Concurrent with FNED 352.

Expanded Description

FNED 352 is the foundational course for all Youth Development majors. Our primary focus will be introducing you to the field of Youth Development, and helping you understand the past, present, and future of youth work in the US. Drawing on the 5 Cs — competence, confidence, connections, caring, and critical thinking and social justice — adapted from Lerner, Fisher, and Weinberg, we will explore and model the theory, process and practice of youth development in a wide range of youth settings. We will also be guiding you through the process of creating a digital, professional portfolio that you will use throughout your YD program, in your application for National Certification, and for the future job application process.

Your experience in CURR 347 will support your work in FNED 352. By the end of our semester together, you will be firmly rooted in an internship site that will be the focus of your work in NPST 403 and FNED 403 in the spring.

This class will be co-taught by Dr. Lesley Bogad and Dr. Corinne McKamey, and supported by a team from Providence-based youth development organization, Youth In Action.

Course Objectives:

Through this course, we hope that you will:

- Come to understand Youth Development as a field of study so that you can articulate your major and philosophy of practice to your family, friends and colleagues
- Experience and lead activities that represent the Critical/Positive Youth Development perspective
- Understand the 5 Cs of Youth Development as they relate to *you* as a learner, and the *youth* with whom you work

- Create and maintain your own Youth Development Digital Portfolio

Texts and Other Course Materials

- **READINGS:** Rather than having you buy any books for this class, we have linked our texts in this syllabus. You ***must*** bring the articles to class with you every day so please make time to print the articles (at home or in a lab) or bring a laptop with the PDF.
- **ONLINE ACCESS:** You will need to create a [Google account](#) to use for your blog and your digital portfolio. You will need to have online access at least three times per week to complete assignments, check your [RIC email address](#), and participate in the class [blogs](#).
- **EVENT FEES:** You must attend two events on or off campus that relate to our course content. There may be fees associated with some events.
- **WEBSITES YOU WILL NEED:**
[This Syllabus](#), [RIC YD Homepage](#), [YD Portfolio Page](#), [Class blog](#) page and Your Own YD Portfolio Page (you will create this in class)

Grading Criteria

1)	Attendance and Participation	20%
2)	Ice Breaker Facilitation	10%
3)	Youth Development Events and Reflection (2@ 7.5% each)	15%
4)	Blogging: Talking Points	25%
5)	YD Portfolio Assignments:	30%
	About Me (5%)	
	A_Professionalism (5%)	
	C_Philosophy (15%)	
	F_Resources (5%)	
6)	Personal YD Portfolio Created	Pass/Fail
7)	Internship Contract Completed	Pass/Fail

Minimal Requirements

1. Attendance and participation (20%):

You are responsible for coming to class prepared to engage in discussion. Your physical and intellectual presence is required. If you cannot be in class for a given emergency, we expect you to let us know BEFORE class by email (see top of syllabus for contact info). Your attendance directly affects your final course grade (see below). *More than 3 absences will jeopardize your ability to pass this course.*

We expect you to read all required texts each week, and to BRING THE TEXTS TO CLASS WITH YOU. Take notes when you read — underline, highlight, write in the margins. If you are reading in PDF, use the annotate feature in Acrobat Reader or try any notetaking software you find useful. Note the key concepts, unfamiliar vocabulary, points of confusion/frustration, “ah-ha” moments... strive to see the details and the big picture. In addition to these active reading strategies, you must also prepare in advance to discuss the texts in class. The TALKING POINTS you post to your blogs each week will help you do this. *Please keep in mind that your participation and attendance represents 20% of your final course grade.* Even if you are shy, or do not feel comfortable speaking in front of the class, we expect you to challenge yourself to speak at least once each class period. See one of us if you would like help working on this skill.

Grade Points	Participation	Bonus Points	Participation
20	Always talks and listens well in class	+1-2	Other forms of active participation (office hrs, email, group work, etc)

18-19	Often talks and listens well in class	-1	More than 1 absence
16-17	Sometimes talks in class	-2	More than 2 absences
13-15	Rarely talks in class	-3	More than 3 absences
10-12	Never talks in class		

2. Ice Breaker Facilitation (10%)

Once in the semester, you and another student will facilitate an 8 minute “icebreaker” activity in class. You will sign up for a particular date in class. Responsibilities include:

- Identifying an appropriate icebreaker for class. You can draw from your own experiences and/or expertise or you can look online for ideas. Two good website resources for icebreakers are:
 - [National Reform Protocols](#)
 - [YD icebreakers](#)
- The icebreaker should have a clear purpose. Connect it to a content topic (e.g. agency) or process (e.g. building team work) that is relevant to the class and/or syllabus.
- Submit your outline for the ice breaker activity to Dr. McKamey and Dr. Bogad one week prior to facilitation (click [here](#) for a template).
- Bring a copy of your outline to class -- you will check in with Dr. McKamey and Dr. Bogad about the icebreaker during break in the week prior to your facilitation.
- Assessment of your performance will be PASS/FAIL with Peer debrief. It is worth 10% of your course grade, so you will get full credit if you pass, and no credit if you don't. Although we would like you to try to plan a successful icebreaker, we realize that sometimes an icebreaker does not work. In the case of a failed icebreaker, the assessment will focus on your ability to discuss, reflect, and revise with peers in the debrief.

3. Youth Development Events and Reflection (15%)

Over the course of the semester, you need to attend two public events (on campus or off) that relate to the issues we are discussing in this class. You will attend the [Promising Practices](#) conference, and can choose any of the GEND films (2nd and 4th Wednesdays in Adams 1B), any of the events scheduled for [Diversity Week in October](#) or any other events you may find on your own or in your internship. After each event, you need to write a post on your blog that includes:

- 250+ words that describes the event
- Connections to at least one of our course texts or 5 C themes
- At least one picture
- At least 3 hyperlinks to relevant sites/resources

4. Talking Points: Blogging Your Way to Understanding (30%)

Sometime in the first two weeks of classes, you will create your own blog at a site called www.blogger.com. We have posted full instructions on how to do this on our blog that you can find at:

<http://ydev.blogspot.com/>

Each week, you will complete **three tasks** on your blog:

1) TALKING POINTS

You will prepare brief “Talking Points” on the reading assignments each week; you will post each assignment as a unique entry on your personal blog. (We will read them each week, comment on them periodically throughout the semester, and will check all of them at the end of the term.)

Each of your Talking Points blog posts must include the following three things:

a) Name of Author and Text

b) Choose *one* of the following options each week. LABEL YOUR POST CLEARLY

- **ARGUMENT:** Describe the author’s argument in a short statement that begins, “This author (name) argues that....” Follow it with a paragraph explaining that argument in your own words. The argument is not a summary of ideas but a short explanation of the author’s most significant contribution or idea. What is his/her main point here?
- **QUOTES:** Choose three quotes from the text and explain what they mean and their relevance to the text.
- **CONNECTIONS:** Use the reading to make connections to two other readings we have done in class. Discuss the texts in relation to one another.
- **HYPERLINKS:** Discuss the issues the author raises in the text in relation to real world concerns by creating links to articles, videos, and other websites that illuminate the issues at hand. Discuss both the text and the hyperlink in detail to fully explain the connections.
- **EXTENDED COMMENTS:** Use someone else’s blog post as the center of your own. Discuss their points and engage in dialogue with that person and the text at hand. Feel free to agree or disagree with the points your peer raises. (Make sure to leave that person a comment so they know you wrote about them!)
- **REFLECTION:** Write about your personal connections to this text. What does it make you think about? How does it relate to you?

c) Questions/Comments/Point To Share: (1-2 paragraphs)

At the end of each of your blog posts — no matter which option you have chosen — please write out one point you can share in class. This can be a question or comment that you intend to raise in our class discussion. We hope preparing in advance will help you build confidence and best prepare to participate in class discussions.

2) COMMENTS

You will post a comment on three people’s blogs each week (3 comments total each week). You should focus on one of the five areas below when you write your comments. Give your classmate feedback on one of the following:

Engagement with Text	Connections	Personal Thoughts	Technology	Other
Exceptional thought and effort; Indicates careful reading practices and includes specific notes from the text. Shows consistent engagement over the whole semester and improvement over time.	Reflects your struggle to make sense of the readings <i>in relation to</i> the course themes and concepts, citing other course authors and texts as they relate.	Includes evidence of your own thought process, questions to consider, and personal wonderings.	Blog is visually appealing and easy to read. Works to use all aspects of the technology including posting of links and other resources. Uses at least 1 external link in each post.	What else does this blog make you think about? Any other comments you think this person should know?

3) BLOG LOG

You will track your writing and comments on your [Blog Log](#) which you will submit to us at midterm and at the end of the semester.

Your complete blog will be assessed using the following criteria:

Grade	Points	Engagement with Text	Connections	Personal Thoughts	Technology	Overall
✓+	9 - 10 points	Exceptional thought and effort; Indicates careful reading practices and includes specific notes from the text. Shows consistent engagement over the whole semester and improvement over time.	Reflects your struggle to make sense of the readings <i>in relation to</i> the course themes and concepts, citing other course authors and texts as they relate.	Includes evidence of your own thought process, questions to consider, and personal wonderings.	Blog is visually appealing and easy to read. Works to use all aspects of the technology including posting of links and other resources. Uses at least 1 external link in each post.	10 required blogs posted. At least 3 comments each week are posted. All blogs well labeled. All 6 options completed. All posts are posted by the midnight deadline on the date due.
✓	7.5 - 8.5 points	Moderate thought and effort; Reflects general engagement with the text but lacks specific details that indicate careful reading. Little improvement over time.	Includes few if any connections to other texts.	Little evidence of your own thought process.	Blog is functional and covers the basic materials. Moderate attempts to take advantage of the blog technology. Uses at least 1 external link in most posts.	At least 9 required blogs posted. At least 3 comments are posted most weeks. Most blogs are labeled. At least 5 options completed. Most posts are posted by the midnight deadline on the date due.
✓-	6 - 7.25 points	Very little thought or effort. General notes without any reflection or specific citations from the text.	Does not include connections to other course themes and texts that would indicate a consist understanding.	Notes seem disconnected from any personal thought process, and thus don't show how you personally make sense of the materials.	Difficult to read. Does not use any of the technology options available. Blog serves as a mere list of text assignments. Rarely uses external links in posts.	More than 3 missing or late postings or comments. General lack of attention to assignment options and deadlines.

5. Youth Development Portfolio Assignments (30%)

At the beginning of the semester you are going to set up a [Portfolio on Google Sites](#) that you will use to organize all of your materials for Youth Worker [Certification](#), and offer you a space to represent your professional life as a youth worker to potential employers. Per the dates on the syllabus, you have four Portfolio components that you will complete over the course of the semester.

About Me (5%)

A_Professionalism (5%)

C_Philosophy (15%)

F_Resources (5%)

6. [Internship Contract](#) (Pass/Fail)

A Note on Academic Integrity

The Rhode Island College Student Handbook offers the following policy regarding academic integrity. We expect that you will follow these guidelines diligently in all of your written work.

Plagiarism

Any attempt to present someone else's work as one's own, on quizzes, examinations, reports, or term papers, constitutes plagiarism, an act closely analogous to the theft of money or goods or to any form of swindling or fraud, and in the academic world, just as deplorable. There are various forms of plagiarism of which the following are most common:

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis) without proper acknowledgment by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

2. Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.

3. Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper...

Further, in this course, We often encourage you to work collaboratively. Working in teams to talk about course issues and assignments is strongly encouraged. However, unless you have explicitly sought approval from us to turn in a joint assignment, all the work you hand in must be your own.

*Students with any special needs should register with the
Student Life Office (CL 127 — 456-8061) and make arrangements to meet with us as soon as possible.
We will make all appropriate accommodations to ensure that this is a valuable class for you.*

Course Schedule

PART I: CORE ISSUES, VOCABULARY AND ANCHORS

Week #1: Sept 6

Introduction to the course

CURR 347 — 12:00-1:00

Introduction to finding your internship

Week #2 Sept 13

Who are Youth??

Readings:

[Social Construction of Childhood](#), Recommended: [photo essay: when a kid's bedroom isn't a room](#).

Assignment:

Set up [blog](#); Write "About Me" as initial post; Blog post #1 on Social Construction text -- NO COMMENTS; Bring laptop to class

* Complete Criminal Background Check ([BCI](#))

In class: [age poems](#), ([eleven](#), [what for](#), [sacrificing the cow](#))

CURR 347 — 12:00-1:00

Technology Workshop on Blogger/Google Site

1. Create [Blog](#)

2. Create [Blog Log](#)

3. [Check out our developing rolodex of internship sites](#).

Week #3: Sept 20

Digital Natives: Creating Your Own Digital YD Space

Readings:

Prensky, [Digital Natives](#) and Wesch, [The Machine is Us/ing Us](#)

Assignment:

Blog post #2 on Prensky and Wesch with three comments due by 9/18 @ midnight; Follow the instructions [READ THIS FIRST](#) to create your own digital Youth Development Portfolio using the template we have designed. Cut and Paste "About Me" from your blog and paste in your [Portfolio](#) to practice using it.

Ice Breaker Team: [Justin and Megan: When the Wind Blows](#)

CURR 347 — 12:00-1:00

Internship Discussion with PASA (Providence After School Alliance)

Week #4: Sept 27

Youth Development: History and Perspectives

Readings:

1. [Check out serve RI website and internship list](#)

2. [Powerpoint on YD](#) -- expert groups below:

Group A: Pay attention to Prevention Research (*Megan, Mackenzie, Justin, Amanda, Tiarra*)

Group B: Pay attention to Resiliency Research (*Veronica, Jakie, Steven, Kayla, Mairim*)

Group C: Pay attention to Youth Development Research (*Jessica, Adriana, Nina, Anthony*)

3. *If you would like to apply to PASA (applications due Friday 27) and want help with your resume or cover letter, email [Corinne McKamey](#) to make an appt.*

In Class:

[Lecture: ideology survey: Ideology horoscope:](#)

Assignment:

1) Blog #3 on Powerpoint and expert group with 3 comments; 2) complete your [Blog Log](#). 3) decide on 1-3 internship possibilities, 3)

complete [this survey](#) about your blog log link and internship priority list.

Ice Breaker Team: Anthony and Nina

CURR 347 — 12:00-1:00
RESUME);

Internship Troubleshooting: Committing to Your Site ([COVER LETTER](#),
[Internship contract](#))

Week #5: Oct 4

Youth Development: Youth Agency and Ethics

Readings:

watch [Youth in Action Documentary](#), and read YIA, [In a World Where Youth Hold the Power](#)

Optional:

[Ferguson](#) and [Luttrell role play](#)

Assignment:

Blog post #4 on YIA documentary and YIA text with three comments

In class: [YIA visiting](#)

Ice Breaker Team: _____ Mairim and Jaklin _____

CURR 347 — 12:00-1:00

Internship Discussion -- work on placement contracts that are due next week

Week #6: Oct 11

The Internship Experience

Readings:

Read the [Internship Manual](#) — bring a copy (paper or digital) with your edits. How can we make this doc more useful?

In class:

[Elevator talk](#) about YD, the [EPIC pitch](#)

Assignment:

[Youth Development Field Placement Agreement](#) due; no blog this week; bring laptops and all advising materials with you to class

Ice Breaker Team: _____ Kayla and Adriana _____

CURR 347 — 11:00-1:00
PLANS)

Advising Day with ALL YD majors (ELEVATOR SPEECHES AND COURSE

PART II: THEMES IN YOUTH DEVELOPMENT

Week #7: Oct 18

Critical Thinking and Social Justice:

Readings:

[Li, I have a voice](#) (NOTE: THIS DOC MAY NOT OPEN ON YOUR PHONE) and spend about an hour online seeking out a website that focuses on how young people use their voices to TALK BACK to the major issues of their communities. Places to start? [What Kids Can Do](#), [Spiffy Coalition](#), [Youth Media Project](#))

Assignment:

Blog post #5 on your webquest with three comments; bring your syllabi and/or class notes from FNED 346 and SWK 240

In class:

[YIA visits](#)

Ice Breaker Team: _____ Veronica and Tiarra _____

CURR 347 — 12:00-1:00

ServerI Guest Speakers

Week #8: Oct 25

Confidence: exploring issues of identity, agency, and purpose in the world

Readings: [Nakkula Chapter 2](#) (and paper copy handed out in class!)

Assignment: Blog post #6 on Nakkula text — What is context mapping? (What did Mitch ask Julian to do?) Make a context map for yourself (see [LB and CM blog](#) for a model). List the four different identities (on page 28) and describe each one.

In class: [YIA visits](#)

Ice Breaker Team: _____ TBA -- Youth in Action? _____

CURR 347 — 12:00-1:00

Checking In and In Class Writing on Internship Site

Week #9: Nov 1

setting

Readings:

Competence: developing critical thinking, social skills, academic and life goal

Find 5 (at least 1 national, and one local (RI)) professional activities, conference, certifications, workshops, etc directly related to your career interests. (To find your portfolio: search for GOOGLE SITES and yours will pop up)

In class:

Brainstorm professional activity resources in class as google doc

Assignment:

Post [A: Professionalism](#) on your portfolio; no blog this week

Ice Breaker Team: _____ Jess and Mackenzie _____

CURR 347 — 12:00-1:00

Discuss Philosophy of YD Assignment; Model [LB Narrative](#); prepare for Promising Practices

NOTE: Promising Practices Event
Saturday, November 2th
Register online at www.ric.edu/promisingpractices

Week #10: Nov 8

Assignment:

NO CLASS — *Promising Practices Conference*

1. Write up your PP experience on your blog;
2. [Philosophy of YD](#) draft due to your e-portfolio by Friday, Nov. 8 at midnight (see class blog for tools and [LB Narrative](#) for model).

Saturday, November 9th
ADMISSIONS OPEN HOUSE, 1-4:30 at Murray
Center

Week #11: Nov 15

Readings:

Connections: fostering interpersonal relationships with youth, adults, and community

Choose ONE:

1. [Desir, Haitian Diaspora](#)
2. [Lareau, Class and Childrearing](#) (begin at Results, p. 685)

Assignment:

Blog post #7 on one assigned text with three comments. Focus on how your article teaches you about how to work across different cultural boundaries.

*****ALL BLOGS NEED TO BE CAUGHT UP BY FRIDAY NOV. 15*****

In class:

[YIA visits](#)

Ice Breaker Team: _____ Youth in Action _____

Week #12: Nov 22*Readings:**Optional:**In Class:**Assignment:***Caring:** developing empathy and advocacy for self, others, and community[McKamey, "Looking,"](#) Watch video on Resilient Kids (link coming)[Thompson, Not the color purple](#)Vanessa Weiner, [Resilient Kids](#)

Blog post #8 on McKamey text with three comments; bring a clean, clear jar (label removed) with you to class (glass is okay, plastic is better). If you bring a peanut butter jar, it needs to be sterilized (dishwasher cycle on "sterilize" or boil in water.) Something like [this](#) is ideal.

Ice Breaker Team: _____ Amanda and Steven _____**Week #13: Nov 29***Assignment:***NO CLASS — *Thanksgiving***

Work on your spring field placement contract (same document as fall)

Week #14: Dec 6 (HM 183) Context*Readings skim either:* [Rhode Island Core Competencies](#) OR [CCYCB Competencies](#)

Assignment: Bring to class --a hand-written map of how your coursework relates to the major RI or CCYCB competencies; [Youth Development Field Placement contract](#) (for spring) due

Ice Breaker Team: _____ Bogad and McKamey _____**Week #15: Dec 13***Readings:**In class:**Assignment:***Stringing it all together...**

TBD

Timeline beads as a lanyard charm

[Contract with developed project](#) and signature (if you are doing hours over break you must have a signature in place)

The bad news: there is no key to the universe. The good news: it was never locked." - Swami Beyondananda

Surround yourself with the dreamers and the doers, the believers and thinkers, but most of all, surround yourself with those who see greatness within you, even when you don't see it yourself.

NOTES

What other skills do we need to build into the program?

Lesson planning and curriculum development skills

Classroom management

Ride the Bus to CF to run an afterschool program and learn how to run an afterschool program

Training program to develop afterschool curriculum

New skills in the NPST -- too much repetition