

**Course Submission Form**

**Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.**

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<b>Current Status</b> Approved	<b>Course Selected:</b> Subject SEYS (SEYS - Secondary Edu & Youth) <b>Catalog Nbr</b> 150	

<b>Course Revision &amp; College</b>	
<b>Form Submission</b> Initial Submission	<b>College</b> Queens College

<b>Course Data</b>		
<b>Course ID</b> 153109	<b>Subject</b> SEYS (SEYS - Secondary Edu & Youth)	<b>Catalog Nbr</b> 150
<b>Catalog Status</b> Pending	<b>Contact Hours</b> 3	<b>No. of Credits</b> 3
<b>CourseTitle</b> Youth & Society		
<b>Course Description</b> This course is a General Education Pathways (IS) course serving undergraduate students (including students with majors outside of education) who are interested in exploring the intersections between individuals, learning, and society. Students will explore various historical conceptualizations of youth and adolescence to deepen their critical understanding of the social, economic, and public policy issues that affect young people today. Learners will gain experiential knowledge and problem-solving skills by participating in a coordinated service-learning project in partnership with local youth-focused organizations. Outside of class meetings, students will spend 16 hours engaging in on-site learning experiences, which take place during Weeks 4-12 of the semester (2 hours per week over the course of 8 weeks).		
<b>Department</b> Secondary Education and Youth Services		
<b>Pre-Requisites/Co-Requisites</b>		

<b>Course Syllabus [Attachment Filename(s)]</b>
SEYS_150_Syllabus.docx

<b>Location(Required or Flexible) and Learning Outcomes</b>	
<b>REQUIRED</b>	<b>FLEXIBLE</b>
English Composition	World Cultures & Global Issues

**Math & Quantitative Reasoning**  
**Life and Physical Sciences**

**US Experience in its Diversity**  
**Creative Expression**  
 **Individual and Society**  
**Scientific World**

Learning Outcomes: Questions	Learning Outcomes: Responses
<p><b>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</b></p>	<p><b>FC1:</b> The in-class and homework activities encourage learners to find, assess, and critically interpret materials and resources exploring conceptualizations of youth from diverse sources such as literature, historical artifacts, policy documents, and popular media. Students will apply their learning in the Service Learning Project (SLP).</p> <p>The following Learning Activities build learners' capacities to gather, interpret, and synthesize sources of information and assess various points of view:</p> <ol style="list-style-type: none"> <li>1. Critical Reading Responses</li> <li>2. Class Discussion Activities</li> <li>3. Write-up &amp; 5-min Presentation on a Community Issue or Policy</li> <li>4. SLP Written Proposal</li> <li>5. SLP Written Review of Research &amp; Annotated Bibliography</li> </ol>
<p><b>* 2. Evaluate evidence and arguments critically or analytically.</b></p>	<p><b>FC2:</b> Students will learn to identify points of view and critically evaluate the quality and trustworthiness of evidence and argumentation offered from various sources of information. In their service-learning projects, students will apply theories and perspectives grounded in evidence from interdisciplinary social science research.</p> <p>The following course activities will build learners' capacities to identify points of view and critically evaluate the quality and trustworthiness of evidence and argumentation offered from various sources of information:</p> <ol style="list-style-type: none"> <li>1. Critical Reading Responses</li> <li>2. Class Discussion Activities</li> <li>3. SLP Written Review of Research &amp; Annotated Bibliography</li> <li>4. SLP Report 1 (Written &amp; Oral)</li> </ol>

<p><b>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</b></p>	<p>FC3: In the weekly written response papers and discussion activities, students will practice reasoning and argumentative writing using evidence from multiple sources to support their positions and conclusions. Learners will use evidence from multiple sources (readings and other course content) to support well-reasoned positions and conclusions. The following course activities encourage learners to practice reasoning in argumentative writing and oral discussions:</p> <ol style="list-style-type: none"> <li>1. Critical Reading Responses</li> <li>2. Class Discussion Activities</li> <li>3. SLP Written Review of Research &amp; Annotated Bibliography</li> <li>4. SLP Report 1 (Written &amp; Oral)</li> </ol>
<p><b>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</b></p>	<p>IS1: Students will engage in critical reading, writing, and discussion of the historical and present conceptualizations of youth and youth work and understand how in the past and the present, societies and communities prescribe roles, responsibilities, and identities for youth.</p> <p>The assigned course reading/content, Critical Reading Responses, and Class Discussion Activities encourage learners to engage in critical reading, writing, and discussion of the historical and present conceptualizations of youth and youth work and to understand how in the past and the present, societies and communities prescribe roles, responsibilities, and identities for youth - both as individuals and as members of groups.</p> <p>The following scaffolded activities related to the Service Learning Project (SLP) encourage learners to apply theories and perspectives grounded in evidence from interdisciplinary social science research to explore the relationship between societal expectations and the experiences of the individual:</p> <ol style="list-style-type: none"> <li>1. Write-up &amp; 5-min Presentation on a Community Issue or Policy</li> <li>2. SLP Written Proposal</li> <li>3. SLP Written Review of Research &amp; Annotated Bibliography</li> <li>4. SLP Report 1 (Written &amp; Oral)</li> <li>5. SLP Report 2 (Written)</li> <li>6. SLP Project Presentation</li> <li>7. SLP Final Project Write-up and Written Personal Reflection</li> </ol>

**5. Examine how an individual's place in society affects experiences, values, or choices.**

IS2: Students will examine how youth are "placed" in society by societal and professional discourses and how such positioning impacts individuals' experiences, possible life choices, behaviors, and attitudes. Students will demonstrate their understanding of youth as conceptualized in Western/U.S. societies. In the service learning projects, students will engage in informed analysis of diverse perspectives in connection with their individual experiences and with experiences of others.

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With ongoing learning activities related to the Service Learning Projects (SLPs), students will engage in informed analysis of diverse perspectives in connection with their individual experiences and with experiences of others, particularly in the SLP Final Project Write-up and Written Personal Reflection activity.

**6. Articulate and assess ethical views and their underlying premises.**

IS3: Students will understand how the meanings of "youth" shift historically by exploring relationships within developmental psychology's construct of "adolescence"; sociological views of "youth"; and historical and cultural notions of "the teenager." Students will analyze (in written assignments and discussion activities) the connections between different conceptualizations of youth and various ethical and legal approaches, using evidence to support their claims.

Learners will demonstrate understanding of course concepts from the readings in the Critical Reading Responses and Class Discussion Activities. Learners will articulate how the meanings of "youth" shift historically through exploring relationships within developmental psychology's construct of "adolescence"; sociological views of "youth"; and historical and cultural notions of "the teenager."

The following SLP activities encourage learners to analyze the connections between different conceptualizations of youth and various ethical and legal approaches, using evidence to support their claims:

1. The Write-up & 5-min Presentation on a Community Issue or Policy
2. SLP Written Proposal
3. The SLP Final Project Write-up and Written Personal Reflection

<p><b>7. Articulate ethical uses of data and other information resources to respond to problems and questions.</b></p>	<p>IS4: The course design is influenced by tenets of participatory youth action research (YPAR). As such, a key learning outcome of the course will require students to demonstrate their understanding of legal and ethical issues involved in research and community work involving youth. Students' service learning project proposals will require a section describing legal and ethical research practices particular to youth research.</p> <p>The course design is influenced by tenets of participatory youth action research (YPAR). As such, a key learning outcome of the course will encourage learners to demonstrate their understanding of legal and ethical issues involved in research and community work involving youth.</p> <p>In the SLP Written Proposal, learners are asked to demonstrate their understanding of legal and ethical research practices particular to research with youth and their communities.</p> <p>In the Final Project Write-up and Written Personal Reflection component of the SLP, class members will address ethical issues that may have arisen during the project.</p>
<p><b>8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</b></p>	<p>IS: 5 Students' writing will explore how broader societal, cultural and economic forces shape youths' sense of self and their life experiences. In their service learning projects, students will work with youth to identify local issues, problems or challenges that youth are facing in their communities. The projects encourage students to explore diverse perspectives of youth and communities, which may provide opportunities for comparative analysis with their own.</p> <p>The readings and other assigned course content explore how broader societal, cultural and economic forces can shape a youth's individual sense of self and their life experiences.</p> <p>The SLP components encourage learners to engage with members of a youth organization to identify local issues, problems or challenges that youth are facing in their own communities. Learners will explore diverse perspectives of youth and communities. The following components ask learners to consider opportunities for comparative analysis with their own experiences:</p> <ol style="list-style-type: none"> <li>1. Write-up &amp; 5-min Presentation on a Community Issue or Policy</li> <li>2. SLP Written Proposal</li> <li>3. SLP Final Project Write-up and Written Personal Reflection</li> </ol> <p>¿ Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</p>
<p><b>A. If there is a change to the course title, what is the new course title?</b></p>	

<b>B. If there is a change to the course description, what is the new course description?</b>	
<b>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</b>	

<b>Chair (Approver) Comments</b>
<b>Comments</b> The committee voted to approve this course on Feb 25, 2022.