

# **Electronic Communication, Youth Development, and Generations X, Y, and Z LYHS 4186/5186 Syllabus**

## **MEET THE INSTRUCTOR**

**Chris Kowalski, Associate Professor, Department of Health, Physical Education & Leisure Services**

Chris Kowalski, Ed.D. is an Associate Professor in the Leisure, Youth & Human Services (LYHS) Division. He holds B.A. degrees in Psychology and Sociology from Creighton University, a M.A. in Recreation Management from the University of Idaho, and his doctorate degree is in Leisure, Youth & Human Services from the University of Northern Iowa (UNI).

Dr. Kowalski has taught at UNI since 2000. He served as an administrator with Camp Adventure Child & Youth Services from 1999-2010, most recently as the Project Director for European Operations, supervising multiple contracts with different branches of the military. This role included overseeing nearly 350 students in the field in multiple European locations. His management roles in Camp Adventure Child & Youth Services have included stints in Germany, Italy and Korea and extended to sites in Bahrain, Belgium, Greece, The Netherlands, Norway, Portugal, Russia, Spain, and Turkey.

He has co-authored two textbooks, written multiple book chapters, and published articles in a variety of journals. He has published in *Schole*, the *Journal of Nonprofit Education and Leadership*, *World Leisure Journal*, *Parks & Recreation*, *Research Quarterly for Exercise and Sport*, and the *International Journal for Sports Science and Coaching*. He currently serves as a reviewer for *Youth & Society*. He has also presented at international, national and state conferences.

In Iowa, he served on committees for the Iowa Parks & Recreation Association as well as the Iowa High School Soccer Coaches Association. He is the Assistant Program Director for Just for Kicks, a research and community engagement program associated with the LYHS Division at UNI. Just for Kicks develops soccer management, coaching, and playing opportunities for students and community members in the Cedar Valley, which encompasses Cedar Falls, Waterloo, and 18 surrounding communities in the area.

### **Contact Information:**

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## **COURSE OVERVIEW**

A youth development comparative analysis of multiple generations targeting the modes of electronic communication will provide student learning opportunities targeting (a) the influence of various electronic communication techniques and platforms on young people's growth and behavior; (b) the sociocultural dynamic and the influence on goal-setting by youth; and (c) behavior management strategies associated with electronic communication employed by workers and the rationale for usage. This class will lead to a deeper understanding of youth work and the impact of electronic communication within Generations X, Y, and Z related to behavior, motivation, and social relationships.

### **Course Objectives:**

Upon completion of this course, each student should understand:

- A comprehensive understanding of the impact electronic communication has within youth development related to Generations X, Y, and Z;
- How youth work policy and design can shape and define youth development through multiple generations;
- Practical strategies and techniques when working with the current generation of youth (Generation Z).

## Required Texts:

Howe, N. & Strauss, W. (2000). *Millennials Rising: The Next Great Generation*. New York, NY: Knopf Doubleday Publishing Group.

Kraut, R., Brynin, M. & Kiesler (2006). *Computers, phones, and the Internet: Domesticating information technology*. New York, NY: Oxford University Press.

## Assigned article readings and presentations:

Blais, J.J., Craig, W.M., Pepler, D., & Connolly, J. (2008). Adolescents online: The importance of internet activity choices to salient relationships. *Journal of Youth and Adolescence*, 37, 522-536.

Chan, D.K.S. & Cheng, G.H.L. (2004). A comparison of offline and online friendship qualities at different stages of relationship development. *Journal of Social and Personal Relationships*, 21(3), 305-320.

Considine, D., Horton, J. & Moorman, G. (2009). Teaching and reading the Millennial Generation through media literacy. *Journal of Adolescent & Adult Literacy*, 52(6), 471-481.

Hartman, J.L. & McCambridge, J. (2011). Optimizing Millennials' communication styles. *Business Communication Quarterly*, 74(1), 22-44.

Hendricks, B., Arnold, M. & Kaiser, N. (2012). *Who is this Seasonal Employee? Generation Z: Your New Hire!* National Recreation and Parks Association Congress & Exhibition, Anaheim, CA.

King, J.E., Walpole, C.E., & Lamon, K. (2007). Surf and turf wars online – growing implications of internet gang violence. *Journal of Adolescent Health*, 41, S66-S68.

Kowalski, R.M. & Limber, S.P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41, S22-S30.

Prensky, M. (December 2005/January 2006). Listen to the natives. *Educational Leadership*, 63(4), 9-13.

Rosen, L.D. (2011). Teaching the iGeneration. *Educational Leadership*, 10-15.

Shaw, L.H. & Gant, L.M. (2002). In defense of the internet: The relationship between internet communication and depression, loneliness, self-esteem, and perceived social support. *Cyberpsychology & Behavior*, 5(2), 157-172.

Valcke, M., Bonte, S., DeWever, B. & Rots, L. (2010). Internet parenting styles and the impact on internet use of primary school students. *Computers & Education*, 55, 454-464.

Ybarra, M.L., Diener-West, M., & Leaf, P.J. (2007). Examining the overlap in internet harassment and school bullying: Implications for school interventions. *Journal of Adolescent Health*, 41, 542-550.

Yerbury, H. (2010). Who to be? Generations X and Y in civil society online. *Youth Studies Australia*, 29(2), 25-32.

## COURSE ORGANIZATION

This course is divided into three general topics: (a) Understanding Differences between Generations of Youth (Assignments 1 - 5); (b) How Electronic and Digital Communication can Influence Youth Development (Assignments 6 - 10); and (c) Strategies and Techniques Involving Digital Communication, the Internet, and Effective Youth Development (Assignment 11).

## GRADING

Here are the point values for the assignments:

Assignment 1	25 points
Assignment 2	25 points
Assignment 3	20 points
Assignment 4	30 points
Assignment 5	30 points
Assignment 6	10 points
Assignment 7	35 points
Assignment 8	20 points
Assignment 9	40 points
Assignment 10	10 points
Assignment 11	50 points
<b>Total</b>	<b>295 points</b>

The course will be graded using the following scale:

- A = 295-264 points
- B = 263-236 points
- C = 235-205 points
- D = 204-177 points
- F = 176 points and below

**Student Services:**

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodation due to disabilities must arrange for such accommodation through the Office of Disability Services. (At UNI, the ODS is located at 213 Students Services Center and the phone number is: 319-273-2656.)

**Technical Support:**

Call the Continuing and Distance Education office (319-273-7740) if you need technical support on how to use the eLearning, up-loading files, etc. Support is available Monday - Thursday, 8am - 9pm and Friday 8am - 5pm.