



Institute of Food and Agricultural Sciences  
Department of Family, Youth and Community Sciences

**INSTRUCTOR:**

*Victor William Harris, Ph.D.*

**TEACHING ASSISTANT:**

*TBD*

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### TEACHING PHILOSOPHY AND INSTRUCTION

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value class participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and presentation are, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

### UNIVERSITY COURSE DESCRIPTION

FYC 6932 Youth and Family Relationships.

### COURSE INTRODUCTION

This course will examine youth (children, adolescents, emerging adults) and family development within the family system. It will review basic theory and research on youth development and how it is linked with family development, family processes, and extended family systems. Using theory and research when working with youth and their families will be highlighted.

### OVERALL GOAL

Help students *identify, apply, and practice* the skills and strategies needed to become: 1) a healthy individual, partner, and parent; and, 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to improve well-being.

## COURSE OBJECTIVES

1. **Identify:** **a)** basic concepts, definitions, and approaches that are used in the study of youth and family relationships; **b)** theories, methodology, and research findings that form our knowledge base about youth development and family relationships; **c)** how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood; **d)** the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socio-economic status, family structure, etc.).
2. **Apply:** **a)** critical thinking skills in identifying the dynamics of healthy youth and family relationships; **b)** theory and research that link the practical application of these principles to families with children, adolescents, and emerging adults.
3. **Practice:** the personal and professional skills that will promote the development of healthy youth and family relationships and competencies to improve well-being.

## COURSE RESOURCES: READINGS AND GRADING

**Readings** are available in “Files” on the Canvas course webpage; subfolder “Readings.” A list of readings is also attached to the end of the syllabus. **Grades** will be based upon the following:

| Components  | Points |
|---|--------|
| 12 Quizzes (15 Pts. Ea. - Drop 2)   | 150    |
| 11 SMARTCouples.org Blogs (15 Pts. Ea. - Drop 1)  | 150    |
| 2 Labs (Lab 1: 25 pts.; Lab 2: 75 pts.)   | 100    |
| 1 Youth and Family Relationships (YFR) Paper (1 <sup>st</sup> Draft -120 Pts.; 2 <sup>nd</sup> Draft-80 Pts.) | 200    |
| 1 YFR Paper Presentation  | 100    |

| Grade | Percentage Range | ~Points     |
|-------|------------------|-------------|
| A     | 93 - 100%        | 651 – 700   |
| A-    | 90 - 92%         | 630 – 646   |
| B+    | 87 - 89%         | 609 – 629   |
| B     | 83 - 86%         | 581 – 608   |
| B-    | 80 - 82%         | 560 – 580   |
| C+    | 77 - 79%         | 539 – 559   |
| C     | 73 - 76%         | 511 – 538   |
| C-    | 70 - 72%         | 490 – 510   |
| D+    | 67 - 69%         | 469 – 489   |
| D     | 60 - 66%         | 420 – 468   |
| F     | 59% and below    | 419 or less |

## COURSE ACTIVITIES

### Readings, Quizzes, and Labs

No exams will be administered for this course. **Readings:** Students are expected to stay current with the weekly reading assignments. **Quizzes:** A weekly quiz will be administered covering the assigned readings for the week. Quizzes may be administered in a short essay, short answer, multiple choice, or true-false format. Quizzes must be completed online prior to class each week and will be submitted in Canvas. Each quiz is worth 15 points toward your final grade. You may drop 2 quizzes throughout the semester. **Labs:** Two labs must be completed during the course. Once you have completed the quizzes and activities for each lab, you must complete the evaluation, download the certificate of completion, and submit it in Canvas. **LAB 1: Positive Parenting** is worth 25 pts. **LAB 2: UNITED – Marriage Enhancement Training** is worth 75 pts. These are all or nothing point assignments.

### Blog Scripts

A blog script will be required each week on a topic related to the readings for the week. The blog will be graded and edited by the instructor. Each blog is worth 15 points toward your final grade. Final blogs may be submitted to SMARTCouples.org for potential acceptance, when appropriate. Accepted blogs can be placed on your resume. You may drop 1 blog throughout the semester. Requirements include:

1. Choose a research article of your choice from a refereed journal (2008 or later) related to the weekly reading topic. [Note: You may not use the same article as another student]
2. Read the article thoroughly highlighting information you can use in your blog script for that week. [NOTE: A hard copy of the blog is due in class, and an electronic copy of the blog script is due in Canvas prior to class with the accompanying journal article]
3. Use the examples located in smartcouples.org to construct your blog.
4. Fill in the body of the blog script with no more than 1000 words:
  - a. Introduction (1 paragraph). You will need to provide an attention-grabbing introduction that engages the audience.
  - b. Body (2-6 paragraphs). You will need to cite the study, explain the findings in brief, use layperson's terms, and apply the findings to real-world youth and family issues.
  - c. Conclusion (1 paragraph). You will need to tie the introduction and body of the blog script together and offer an insightful conclusion for readers.

### **Criteria for Grading this Assignment: SMARTCouples.org Blog Scripts: (150 PTS.)**

| <b>Blogs Criteria for Grading<br/>(Print this page and attach it to the last page of your blog script)<br/>(Mapped Course Objectives 1, 2 &amp; 3)</b>                      | <b>Points</b> |
|---|---------------|
| 1. <b>One-Two Page Blog:</b> The extent to which you were able to write with clarity and depth and address in a <u>narrative</u> format the following: <b>(15 points)</b> . |               |
| Introduction  | /3            |
| Body  | /4            |
| Conclusion  | /3            |
| 2. <b>Proper Formatting:</b> Punctuation, grammar, APA style, flow, Language.<br>Criteria for grading sheet attached. 1 hard copy; 1 electronic copy submitted.             | /2<br>/3      |
| <b>Total Points/Final Grade</b>   | <b>/15</b>    |

## Publishable Research Paper

A publishable research paper is required. The publication will be edited and graded by the instructor and you will be placed as first author on the paper with the instructor as second author, with your permission, if you choose to submit the paper for publication. You will be required to submit a first draft of the publication (120 points possible) and a second, or final draft (80 points possible). Accepted publications may be placed on your resume/curriculum vita. Requirements include:

1. Choose a youth and family research topic you are interested in and get it approved.
2. Format the publication properly using APA style (i.e., running heads, citations, etc.).
  - a. **Abstract.** Synthesize the paper, including major findings and implications.
  - b. **Introduction.** Introduce the topic and the research question(s).
  - c. **Literature Review.** Cite studies and explain the research findings on your topic beginning from general to specific. Demonstrate you have a thorough understanding of the research.
  - d. **Theoretical Perspective.** Identify and discuss the major components of the theoretical lens you are using to guide your research paper.
  - e. **Synthesis of Theory and Research.** Connect the theoretical perspective to your research question and support it logically from your literature review.
  - f. **Discussion.** Introduce **unique** contributions and thinking that resulted from you looking at this topic using the theoretical perspective and research literature cited.
  - g. **Conclusion.** Summarize the major contributions of the paper and clarify thinking about how it can contribute to the extant body of knowledge on the topic.

### Criteria for Grading this Assignment: Publishable Paper: First Draft (120 PTS.)

| Parenting Paper Criteria for Grading<br>(Attach this criteria for grading information to the last page of your paper)<br>(Mapped Course Objectives 1, 2 & 3)  | Points      |
|---|-------------|
| 1. <b>Publishable Paper (1<sup>st</sup> Draft):</b> The extent to which you carefully and logically followed the format for developing a publishable paper as follows: <ul style="list-style-type: none"> <li><b>Abstract</b> (Synthesize Paper) /10</li> <li><b>Introduction</b> (Research Question Introduced) /5</li> <li><b>Literature Review</b> /20</li> <li><b>Theoretical Perspective</b> (Guiding Theory) /20</li> <li><b>Synthesis of Theory and Research</b> (Literature) /20</li> <li><b>Discussion</b> (Unique Contributions/Thoughts) /20</li> <li><b>Conclusion</b> (Summary of Article, Suggestions for Future Research/Thought) /5</li> <li><b>APA Format</b> (Running Head, Headings, Spelling, Grammar, References) /20</li> </ul> | <b>/120</b> |
| 2. <b>Publishable Paper (2<sup>nd</sup> Draft):</b> The extent to which you followed the format for the publishable paper and the changes suggested by the instructor. <ul style="list-style-type: none"> <li><b>Abstract</b> /5</li> <li><b>Introduction</b> /5</li> <li><b>Literature Review</b> /10</li> <li><b>Theoretical Perspective</b> /10</li> <li><b>Synthesis of Theory and Research</b> /10</li> <li><b>Discussion</b> /10</li> <li><b>Conclusion</b> /5</li> <li><b>APA Format/Conforms to Journal Author Submission Guidelines</b> 25</li> </ul>  | <b>/80</b>  |
| <b>Total Points/Final Grade</b>   | <b>/200</b> |

## Paper/Presentation

You will be required to present your research paper using the format required at national research conferences. Presentations will be 15-minutes long (going over or under will result in point deductions) with a discussion period following paper presentations in which class members and the instructor can ask questions. One hundred points (100) points will be awarded for your paper presentation (50 pts.) and for critically evaluating **all** other class members' paper presentations (50 pts.). Use the *Paper Presentation Evaluation Form* below to guide the development of your own paper presentation and to evaluate class members' presentations. Make multiple copies of the evaluation form, turn in 1 evaluation form for each of the other class members' presentations and 1 personal evaluation form for your own presentation. Attach the *Criteria for Grading* sheet. **[Note: Points will be deducted for failure to evaluate each of the other class members' presentations]**

### Criteria for Grading this Assignment: Parenting Paper (100 PTS)

| <b>Paper Presentation Criteria for Grading</b><br>(Print this page and turn it in to the instructor the day you present)<br>(Mapped Objectives 1, 2 & 3)  | <b>Points</b> |
|---|---------------|
| 3. <b>Paper Presentation:</b> The extent to which you carefully and logically followed the format for presenting a research paper as follows:<br><b>Introduction</b> (Research Question Introduced) /5<br><b>Literature Review and Handout</b> /10<br><b>Theoretical Perspective</b> (Guiding Theory) /5<br><b>Synthesis of Theory and Research</b> (Literature) /5<br><b>Discussion</b> (Unique Contributions/Thoughts) /10<br><b>Conclusion</b> (Summary of Article, Suggestions for Future Research/Thought) /5<br><b>APA Format</b> (Running Head, Abstract, Headings, Spelling, Grammar) /10 | <b>/50</b>    |
| 4. <b>Evaluation of Paper Presentation:</b> The extent to which you followed the format on the <i>Presentation Evaluation Form</i> and critically evaluated all class member's presentations (50 points).<br>Introduction /5<br>Literature Review /10<br>Theoretical Perspective /5<br>Synthesis of Theory and Research /5<br>Discussion /10<br>Conclusion /5<br>APA Format /10   | <b>/50</b>    |
| <p style="text-align: right;"><b>Total Points/Final Grade</b></p>   | <b>/100</b>   |

**Youth and Family Relationships Presentation Evaluation Form**

Date \_\_\_\_\_

[Note: Turn in 1 copy per presentation, including for your own presentation]

Title of Paper Presentation Topic:

Name(s) of Presenter:  
  
\_\_\_\_\_

1. Presenter(s) scores on the following:

- \_\_\_/5 **Introduction:** Introduced the presentation and research question in an engaging way —5 points
- \_\_\_/10 **Literature Review and Handout:** Presented relevant research on the topic (5 pts.); included a handout (5 pts.) for each class member and one for the instructor synthesizing the introduction, literature review, theoretical perspective, synthesis of the theoretical perspective, discussion, and conclusion—10 points
- \_\_\_/5 **Theoretical Perspective:** Clearly identified the theoretical lens through which the research topic was evaluated —5 points
- \_\_\_/5 **Synthesis of Theory and Research:** Critically examined the connections between both theory and research —5 points
- \_\_\_/10 **Discussion:** Introduced **unique** contributions and thinking that resulted from looking at this topic using the theoretical perspective and research literature cited.—10 points
- \_\_\_/5 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research in this research topic area —5 points
- \_\_\_/10 **APA Format:** APA format (e.g., spelling, grammar, headings, citations, etc.) used throughout the presentation and handout —10 points
- \_\_\_/50 **Rating:** Rate your overall evaluation of the presentation (add up each of the scores from above and place that number in front of the /50).

3. What aspects of the paper presentation did you feel the best about?

4. What would you recommend that the presenter do *now* in terms of revisions?

Reviewer's Name: \_\_\_\_\_

## COURSE SCHEDULE

| WEEK/<br>Module   | DATE              | TOPIC<br>(Mapped Objectives 1-3)   | READINGS & ASSIGNMENTS<br>(Mapped Objectives 1-3)                                       |
|---|-------------------|--|---|
| 1   | TH 1/5            | Introduction/Course Overview (Blogs, Paper and Presentation Examples, Introduce Labs)                                | Reading #1: Syllabus-Quiz 1 (Canvas)  |
| <b>Topic 1: Understanding Youth and Family Development</b>                    |                   |  |   |
| 2   | TH 1/12           | •Theoretical and Policy Perspectives in Youth and Family   | Readings #2-Quiz 2<br>Blog Script 1 Due (First Draft)                                   |
| 3   | TH 1/19           | •Youth Development and the Family  | Readings #3-Quiz 3<br>Blog Script 1 Due (Final Draft)                                   |
| 4   | TH 1/26           | •Balancing Work and Family   | Readings #4-Quiz 4<br>Blog Script 3 Due   |
| <b>Topic 2: Parenting and Family Life</b>                                     |                   |  |   |
| 5   | TH 2/2            | •Parenting Styles, Parent-Child Outcomes, Volatile and Difficult Parenting   | Readings #5-Quiz 5<br>Blog Script 4 Due)  |
| 6   | TH 2/9            | •Parenting Practices and Strategies<br>• <b>Positive Parenting Lab Due (2/8 by 11:55 p.m.)</b>                       | Readings #6-Quiz 6<br>Blog Script 5 Due<br><b>Positive Parenting Lab Due-Canvas</b>     |
| 7   | TH 2/16           | •Relationships with Peers and Siblings   | Readings #7-Quiz 7<br>Blog Script 6 Due   |
| 8   | TH 2/23           | •Parents as Partners – Healthy Couple/Marriage Relationships   | Readings #8-Quiz 8<br>Blog Script 7 Due   |
| 8 (cont.)   | <b>(No Class)</b> | <b>U-MET Lab Due (3/3 by 11:55 p.m.)</b>   | <b>U-MET Lab Due-Canvas</b>   |
|   | 3/4-3/12          | SPRING BREAK   | Have Fun ☺  |
| <b>Topic 3: Sociocultural Contexts of Youth and Family Development</b>        |                   |  |   |
| 9   | TH 3/16           | •Race, Ethnicity, Culture Spirituality, Religion in Youth and Families; Create a PowToon of Your Ancestry            | Readings #9-Quiz 9<br>Blog Script 8 Due   |
| 10  | TH 3/23           | •Family Structure, Intersectionality, LGBT Families and Parenting  | Readings #10-Quiz 10<br>Blog Script 9 Due<br>Paper Due (First Draft)                    |
| <b>Topic 4: Prevention and Intervention in Youth and Family Relationships</b> |                   |  |   |
| 11  | TH 3/30           | • <b>Family Interventions:</b><br>•Adolescent Assets<br>•Substance Use/Conduct Problems<br>•Bullying/School Problems | Readings #11-Quiz 11<br>Blog Script 10 Due<br>Paper Returned                            |
| 12  | TH 4/6            | • <b>Family Interventions:</b><br>•Depression, Anxiety, & Suicide<br>•Sexuality and Sexual Activity                  | Readings #12-Quiz 12<br>Blog Script 11 Due<br>Paper Due (Final Draft)                   |
| 13  | TH 4/13           | •Final Paper Presentations   | Group 1) 4:05-4:50<br>Group 2) 4:55-5:45<br>Group 3) 5:50-6:45<br>Processing) 6:45-7:05 |

## UNIVERSITY POLICIES

### *Grades and Grade Points*

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### *Incomplete "I"*

**All of the following must be true** for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

### *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>.

### *Academic Honesty Policy*

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>.

Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. "I didn't know" is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the



information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A '0' THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

### ***Email & Web Access Requirement***

All students are required to have a UF e-mail account and must be able to access e-Learning. You will be responsible for checking the FYC 3101 e-Learning site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with e-Learning, call **352-392-HELP** select option 7, or connect via email, (<http://helpdesk.ufl.edu>). Location: CSE 214/520. **DO NOT CALL/EMAIL ME until you have a Ticket number from the HELP desk.**

### ***Software Use Policy***

*Copyright and Peer-to-Peer (P2P)* Copyright infringement laws apply to UF's students, faculty and staff. 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. Downloading and sharing copyrighted material is illegal. Penalties can range from \$500-250,000, up to five years in prison, and suspension or dismissal from school. Please visit this page to learn copyright policies, guidelines and other related materials. <http://www.it.ufl.edu/resources/copyright/>

- Download a "Piracy is Illegal" poster to display as a reminder of why you shouldn't commit copyright infringement. <http://infosec.ufl.edu/literature/piratebooty.pdf> Retrieved August 6, 2006 from <http://www.registrar.ufl.edu/catalog/policies/students.html>

### ***Digital Tools***

Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing are distracting to your classmates and the instructor. Students who disrupt the classroom environment will be asked to leave for the day.

### ***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/)

### ***Computing Desk and Additional Help***

<http://helpdesk.ufl.edu> The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu), Location: CSE 214/520

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

### ***Counseling Support Services***

Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

- UF Student Mental Health Services: (352) 392-1171  
Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC facility is not open, call the same number to be referred to an on-call counselor.  
<http://www.shcc.ufl.edu>
- UF Counseling Center: (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: [www.counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- Alachua County Crisis Center: (352) 264-6789 Phone counseling 24 hours a day.
- U Matter We Care (<http://www.umatter.ufl.edu/>). Hotline at 352-294-2273; [umatter@ufl.edu](mailto:umatter@ufl.edu)
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161, sexual assault counseling.
- Career Resource Center: Reitz Union, 392-1601, career development assistance and counseling, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

### ***Course Evaluations***

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## FYC 6932 Reading List

### Topic 1: Understanding Youth and Family Development

#### Week #1:

Syllabus

#### Week #2

2a. Harris, V.W. (2012). Using research, theory, and context to understand work-family integration. In M. A. Laudi (Ed.), *Managing diversity in today's workplace* (4 Volumes). Santa Barbara, CA: Praeger, Vol. 2, pp. 207-229. (Canvas)

2b. Chapter 1: Family Systems Theory  
Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

2c. Reading 2c: Fitzpatrick, J., & Kostina-Ritchey (2014). [Romantic/Marital, parenting, and familial relationship policies in the US](#). In R. Mihaela (Ed.), *Handbook of family policies across the globe* (pp. 373-387). New York: Springer.

#### Week #3:

3a. Chapter 4: Developmental Milestone  
Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

3b. Noller, P. & Atkin, S. (2015). Family environment and adolescent development. In *Family Life in Adolescence* (pp. 34-66). Berlin: De Gruyter Open. Retrieved 8 Nov. 2016, from <http://www.degruyter.com/view/product/447873> (Canvas)

#### Week #4:

4a. Welch, K.J. (2012). Family life and work: A balancing act. In *Family Life Now*. New York: Pearson, pp. 387-421. (Canvas)

4b. Bianchi, S. M. and Milkie, M. A. (2010), [Work and Family Research in the First Decade of the 21st Century](#). *Journal of Marriage and Family*, 72, 705–725.

### Topic 2: Parenting and Family Life

#### Week #5:

5a: Welch, K.J. (2010). Parenting life now (Ch. 11). In *Family Life Now* (2<sup>nd</sup> Ed.). Boston: Allyn & Bacon, pp. 353-385. (Canvas)

5b. Bigner, J.J. (2010). Parent-child relations in high-risk families (Ch. 15). In *Parent-Child Relations* (8<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill, pp. 328-344. (Canvas)

5c: Boeldt et al. (2012). The association between positive parenting and externalizing behaviour. *Infant and Child Development*, 21, 85-106. (Canvas)

5d. Chapter 10: Chronic Neglect

Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

**Week #6:**

6a: Chapter 3: Parenting and Discipline

Missouri Department of Social Services. (2011). The child welfare manual. Retrieved from <http://dss.mo.gov/cd/info/cwmanual/section7/sec7index.htm>

6b: United Nations Office of Drugs and Crime (n.d.). Compilation of evidence-based family skills training programmes, pp. 1-128. Retrieved October 1, 2016 from

<http://www.unodc.org/unodc/en/prevention/familyskillstraining.html>

- Choose any two programs and compare and contrast their target groups, sessions (number, length, interval), content, and outcomes (effectiveness).

**Week #7:**

7a: Feinberg, M.E., Solmeyer, A.R., & McHalle, S.M. (2012). The third rail of family systems: Sibling relationships, mental and behavioral health, and preventative intervention in childhood and adolescence. *Clinical Child and Family Psychology Review*, 15, 43-57. (Canvas)

7b: Way, N., & Silveran, L.R. (2012). The quality of friendship during adolescence: Patterns across context, culture, and age. In P.K. Kerig, M.S. Schulz, & S.T. Hauser (Eds.). *Adolescence and beyond: Family processes and development* (pp.91-112). New York: Oxford University Press. (Canvas)

**Week #8:**

8a: Gottman, J.M., & Notarius, C.I. (2000). Decade review: Observing marital interaction. *Journal of Marriage and Family*, 62: 927-947. (Canvas)

8b: [Fincham, F.D., & Beach, S.R.H. \(2010, June\). Marriage in the new millennium: A decade in review. \*Journal of Marriage and Family\*, 72: 630-649.](#)

8c: [Kohm, L.M., & Toberty, R.K. \(2012\). A fifty-state survey of the cost of family fragmentation, \*Regent University Law Review\*, 25 \(25\), 25-88.](#) [Note: Skim this article and focus on Tables A-D]

**Topic 3: Socio-Cultural Contexts of Youth and Family Relationships**

**Week #9:**

9a: Couce, A.M. & Domenech-Rodriguez, M. (2002). Latino families: Myths and realities. In J.M. Contreras, K.A. Kearns, & A.M. Neal-Barnett (Eds.), *Latino children and families in the United States* (pp. 3-25). Westport, CT: Praeger Publishers. (Canvas)

9b: Mcadoo, H.P. (2001). *Parent and Child Relationships in African American Families*. In N.B. Web (Ed.), *Culturally diverse parent-child and family relationships* (pp. 89-105). New York: Columbia University Press. (Canvas)

9c: Van Campen, K. S., & Russell, S. T. (2010). *Cultural differences in parenting practices: What Asian American families can teach us* (Frances McClelland Institute for Children, Youth, and Families ResearchLink, Vol. 2, No. 1). Tucson, AZ: The University of Arizona. (Canvas)

9d: Lippman, L.H., & McIntosh, H. (2010). [The demographics of spirituality and religiosity among youth:](#)

## International and U.S. patterns.

9e: Boyatzis, C.J., Dollahite, D.C., & Marks, L.D. (2006). The family as a context for religious and spiritual development in children and youth. In E.C. Roehlkepartain, P.E. King, L. Wagner, & P.L. Benson (Eds.), *The handbook of spiritual development in childhood and adolescence* (pp. 297-309). Thousand Oaks, CA: Sage Publications. (Canvas)

### **Week #10:**

10a: Harvey, J.H., & Fine, M.A. (2004). *Children of divorce: Stories of loss and growth* (pp. 6-17). Mahwah, NJ: Lawrence Erlbaum Associates. (Canvas)

10b: Cole, E. (2009). [Intersectionality and research in psychology](#). *American Psychologist*, 64(3), 170-180.

10c: Patterson, C.J. (2005). [Lesbian and gay parenting \(pp. 1-37\)](#). Washington, DC: American Psychological Association.

## **Topic 4: Prevention and Intervention in Youth and Family Relationships**

### **Week #11:**

11a: [40 Developmental Assets](#)

11b: Google *Conduct Disorder* and *Oppositional Defiant Disorder*.

11c: The National Center on Addiction and Substance Abuse at Columbia University (2005). [Family matters: Substance abuse and the American family, A CASA white paper](#) (pp. 1-22). New York: CASA.

11d: National Institute on Drug Abuse (2012, October). *Family checklist: Positive parenting prevents drug abuse*. Washington, D.C.: NIDA. Retrieved from: <http://www.drugabuse.gov/family-checkup>.

11e: Stopbullying.gov (n.d.). [User guide: Roles of parents and caregivers in bullying prevention](#). Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/>.

11e: Stopbullying.gov (n.d.). [Misdirections in bullying prevention and intervention](#). Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/>.

### **Week #12:**

12a: Society for the Prevention of Teen Suicide (Producer) (n.d.). [Not my kid: What every parent should know video](#). Freehold, NJ. Smith, M., & Segal, J. (2015)

12b: [Parent's Guide to Teen Depression](#). Retrieved from Helpguide.org.

12c: Explore [Anxiety](#). Retrieved from Helpguide.org.

12d: Kim, C.C. (2008). [Teen Sex: The Parent Factor](#). Retrieved from The Heritage Foundation.

### **Week #13:**

## **FINAL PAPER PRESENTATIONS**

## WRITING ASSISTANCE

### *The University Writing Studio*

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: <http://writing.ufl.edu/writing-studio/>.

### Common Colloquialisms

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible.

Avoid using:

- At the end of the day...
- I'm not saying...
- The fact that...; Due to the fact that...
- By and large...
- In no way...

#### Colloquialism

#### Alternative

|                             |  |
|-----------------------------|--|
| <b>Be a man</b>             | mature, strong, masculine              |
| <b>Opened his eyes</b>      | learned, became aware                  |
| <b>In the dark</b>          | unaware                                |
| <b>On the same page</b>     | Agree, share similar beliefs           |
| <b>Come back into play</b>  | Reentered, returned                    |
| <b>Turned their backs</b>   | disowned, disregarded, refused to help |
| <b>Just getting started</b> | Beginning, initiated                   |
| <b>Made himself scarce</b>  | Avoided, evaded                        |
| <b>Burned out</b>           | tired, unhappy, exhausted              |
| <b>Set in stone</b>         | fixed, unchangeable                    |
| <b>Followed their lead</b>  | obeyed, respected                      |

**A handful of . . .**

**Three, four, five, etc. (be specific)**

|  |                                     |
|--|-------------------------------------|
| <b>Far-flung</b>                                   | distant, remote                     |
| <b>On and off again</b>                            | sporadic, unreliable                |
| <b>Put them through</b>                            | Torment, anguish, suffering         |
| <b>Hold their own</b>                              | Remain, endure, persist             |
| <b>Does her own thing</b>                          | Independent, autonomous, free       |
| <b>Step up</b>                                     | Emerge, arise                       |
| <b>No questions asked</b>                          | Unquestioning, obedient             |
| <b>Pretty solid</b>                                | secure, strong                      |
| <b>Messed up</b>                                   | Mistake, error                      |
| <b>Didn't want to have anything to do with ...</b> | Avoided, disowned, rejected, denied |
| <b>Give and take</b>                               | Reciprocal, mutual, shared          |
| <b>Back in the day</b>                             | Retrospectively, in hind sight      |
| <b>Before my eyes</b>                              |                                     |
| <b>Situation at hand</b>                           |                                     |
| <b>Get over it</b>                                 |                                     |
| <b>Hold on to/let go of</b>                        |                                     |
| <b>Shut her down</b>                               | Interrupt,                          |

### Grammar: Things to Remember

| Common Problem:   | Example:   | Correction:  |
|---|--|--|
| Missing comma after an introductory statement/words.  | <b>Therefore</b> my paper will focus on...   | <b>Therefore,</b> my paper will focus on...  |
| Missing comma in a compound sentence.   | Results indicated that maternal stress was related to behavior problems in the child <b>but</b> paternal stress is not.  | Results indicated that maternal stress was related to behavior problems in the child, <b>but</b> paternal stress is not.   |
| Comma splice.   | The causes are unknown, there are several known risk factors associated with the disorder.   | The causes are unknown, <b>but</b> there are several known risk factors associated with the disorder.  |
| They're, There, & Their.<br><br><i>They're</i> is a contraction for <i>they are</i> .<br><i>There</i> refers to a location.<br><i>Their</i> is a possessive pronoun.  | <b>There</b> study found that...<br><br><b>Their</b> professors at the University of Florida.  | <b>Their</b> study found that...<br><br><b>They're</b> professors at the University of Florida.  |
| Your, You're.<br><br><i>Your</i> is possessive.<br><i>You're</i> a contraction for <i>you are</i> .   | <b>Your</b> never going to believe what we found.  | <b>You're</b> never going to believe what we found.  |
| Who, Which, & That.<br><br><i>Who</i> refers to people.<br><i>That</i> and <i>Which</i> refers to groups of things.   | Tina is the one <b>that</b> graduated last semester.   | Tina is the one <b>who</b> graduated last semester.  |
| Avoid slang and colloquial language.<br><br><b>Slang</b> (cool, huge, totally, overkill)<br><br><b>Colloquial</b> (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way) | The results of the study suggest that the impact of siblings on children development is <b>huge</b> .<br><br>The result was not significant <b>due to the fact that</b> the sample size was small. | The results of the study suggest that siblings have a <b>significant influence</b> on child development.<br><br>The result was not significant <b>because</b> the sample size was small. |
| Shifting in tenses.<br><br><i>Past</i> vs. <i>present</i> tense   | The study, <b>conducted</b> by researchers at the University of Florida, <b>finds</b> that...  | The study, <b>conducted</b> by researchers at the University of Florida, <b>found</b> that...  |



| Common Problem:   | Example:  | Correction:   |
|---|---|---|
| Lack of pronoun antecedent<br><br>An <b>antecedent</b> is the word, phrase, or clause to which a pronoun refers.                    | <b>You</b> have to be diligent when monitoring children with autistic spectrum disorders.                                 | <b>The teacher</b> has to be diligent when monitoring children with autistic spectrum disorders.                        |
| Lack of pronoun/antecedent agreement  | If <b>undergraduate students</b> want to succeed in graduate school, <b>you</b> have to know grammar rules.               | If <b>undergraduate students</b> want to succeed in graduate school, <b>they</b> have to know grammar rules.            |
| Over vs. during   | <b>Over</b> a five-year period...   | <b>During</b> a five-year period...   |
| Who vs. whom (he vs. him)   | Q: To <b>who</b> does it belong?<br><br>A: It belongs to <b>he</b> .  | Q: To <b>whom</b> does it belong?<br><br>A: It belongs to <b>him</b> .  |
| Who's vs. whose   | <b>Whose</b> coming over?   | <b>Who's</b> (who is) coming over?  |
| Rather vs. whether  | I need to know <b>rather</b> it's this way or not.  | I need to know <b>whether</b> it's this way or not.   |
| Less vs. fewer<br><br><b>Fewer</b> refers to things that are countable.<br><br><b>Less</b> refers to things that are not countable. | We had <b>lesser</b> people at the fundraiser than we had hoped.<br><br><b>Fewer</b> talking would help my concentration. | We had <b>fewer</b> people at the fundraiser than we had hoped.<br><br><b>Less</b> talking would help my concentration. |
| You and me/ You and I   | <b>You and me</b> should study for the exam tomorrow.   | <b>You and I</b> should study for the exam tomorrow.  |

Straus, J. (2011). *The blue book of grammar and punctuation* (10<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

#### Other common errors:

| Common Errors                            | Definition   |
|--|--|
| Run-on sentence.                         | A sentence containing two or more clauses not connected by the correct conjunction or punctuation.   |
| Lack of proof-reading before submission. | Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words. |
| "Lonely quotes"                          | Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.   |

Retrieved from <http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html>.

### APA: Top Things to Remember

- 1.) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font.
- 2.) **Headings and Subheadings.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type "Running head: TITLE OF YOUR PAPER IN ALL CAPS" on the first page, and "TITLE OF YOUR PAPER IN ALL CAPS" on every page after the first. Use subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.).
- 3.) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased. Lengthy or extensive quoting is usually not done in APA. When you do quote someone, cite the author, date, and page number. For example, (Diehl, Howse, & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012).
  - a. If a quote exceeds 40+ words, then it becomes a block quote. To do this, place direct in a free-standing block of typewritten lines, without quotation marks.

Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section).

QUOTES OF 40+ WORDS SHOULD BE USED RARELY!
- 4.) **Multiple Author Citations.** When citing an article that has one or two, you must write their names every time. You can't use et al. with one or two authors. When citing an article that uses 3-5 authors, cite the full citation the first time and with subsequent citations use et al. When using et al., the citation looks like this (Fogarty et al., 2010). There is no comma after the author but a period and a comma after et al. When citing an article that has 6+ authors, use the first author's name, followed by et al. every time (Zaidman-Zait et al., 2010).
- 5.) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" for multiple authors (e.g., Gutter, Garrison, and Copur (2010) found...), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter, Garrison, & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal*, 38(4), 387-404.
- 6.) **In-text Citations: Things to Remember:**
  - a. One to two authors: (Harris & Chartier, 2008)
  - b. Three to five authors: (Rellini, Tortolani, Trillo, Carbone, & Montecchi, 2004) first time. (Rellini et al., 2004) every time after the first.
  - c. Six+ authors: (Zaidman-Zait et al., 2010) every time.
  - d. Use p. #'s for DIRECT QUOTES. Ex: (Rellini et al., 2004, p. 703)
  - e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.
- 7.) **Reference List: Things to Remember:**
  - a. The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
  - b. References should be in alphabetical order by first author's last name.

- c. References should be listed using a hanging indentation.
- d. When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- e. Capitalize all major words in journal titles.
- f. Longer works, such as books and whole journals should be italicized.
- g. Shorter works such as journal articles should NOT be italicized.

**Example:**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal, volume number*(issue number), pages. doi:<http://dx.doi.org/xx.xxx/yyyy>

- 8.) **Good Writing.** Write as succinctly as possible, avoid opinion statements, avoid 'to be verbs,' the passive voice as much as possible, and write in the past tense. **Begin each section with a thesis paragraph outlining what you will discuss in the section. Begin each paragraph with a thesis sentence outlining what you will discuss in the paragraph.** Also, do not use slang or common language. Use written language that makes you sound very, VERY SMART☺

**Online Sources for further help:** <http://owl.english.purdue.edu/owl/resource/560/01/>,  
<http://www.apastyle.org/>