

INSTRUCTOR:

Victor William Harris, Ph.D.

TEACHING ASSISTANT:

Prami Sengupta



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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:

Acquaints students with the challenges and changes associated with parenthood; Includes strategies, skills, and resources for understanding parenting; Diverse family types and parenting risks will also be addressed.

COURSE INTRODUCTION:

This course will introduce you to the various challenges and changes associated with balancing parenthood with individual, partner (e.g., marriage), economic, work, and other real-world responsibilities. Because parenting and parenthood do not occur within a vacuum, parenting and family development will be studied from a broad contextual, or ecological, perspective taking into account the many factors that influence both parent and child well-being.

UNIT 1: Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees

UNIT 2: Parents, Children, and the Economic Realities

UNIT 3: Parenting Types, Strategies, Skills, Risks, and Resources

OVERALL GOAL:

Help you, the 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 parent successfully and achieve balance in the real world.

COURSE OBJECTIVES:

1. **Identify** basic concepts, definitions, and approaches that are used in the study of parenting within the context of balancing work and family.
2. **Apply** knowledge of context, child development, and various parenting styles through developing a personal parenting strategy.
3. **Practice** the skills necessary to balance individual, work, marriage (i.e., partner), parent-child, and family relationships in healthy ways.

COURSE RESOURCES:

Text (Bookstore and Course Reserve in Library West)

Harris, V.W., Johnson, A., Olsen, K. (2013). *Balancing work and family in the real world* (2nd Ed.). Plymouth, MI: Hayden-McNeil. (ISBN 978-0-7380-6599-1)

Turner, P.H., & Welch, K. (2012). *Parenting in contemporary society* (5th Ed.). Upper Saddle River, NJ: Pearson.

*Supplemental Readings (Posted on e-Learning/Canvas or the EDIS Website)**

COURSE ACTIVITIES:

Assignments

Two writing assignments will be administered during this course at 50 points each for a total of 100 points. All assignments must be submitted in person in a hard copy format. If submission is required in Canvas as well, the instructor will announce this to the class. Assignments are due at the start of class on the due date. A Final Group Parenting Presentation is also required (Assignment #3). See details below. Required:

- For each assignment, write your name and UF ID in the top LEFT-hand corner of the paper.
- Read the requirements closely before turning in the assignment. Use the *Criteria for Grading* sheet listed at the end of the syllabus for specific assignment details. **Attach the *Criteria for Grading* sheet as the last page of the assignment and turn it in with the assignment.** The *Criteria for Grading* sheet will be returned to you with your assignment, your total points, and your final assignment grade.

- Type your assignments using Times New Roman or a similar font, 11-12 point size, with 1 inch margins. **All assignments MUST be typed using APA style** (See “APA: Top 5 Things to Remember;” below; Google: “APA Style”).
- Points will be taken off for writing that is not university quality. Make sure to proofread all assignments. Documents must be submitted using Microsoft Word.
- **MAKE AND KEEP A COPY OF ALL ASSIGNMENTS BEFORE YOU TURN THEM IN.** It is your responsibility to be able to prove you completed the assignment if the need arises.

Exams

Three exams will be administered during this course for Units 1, 2, and 3. The exams are not comprehensive. A study session will be conducted in-class (i.e., the class period prior to each exam) to help you prepare for taking the exam. Exams are worth 100 points. Make-up exams will not be administered without valid documentation, so don't miss the exams.

Assessments: Pop Quizzes, Cognitive Maps, Class Activities, Attendance, Participation

One hundred (100) points will be awarded for periodic assessments such as quizzes, cognitive maps, class activities, attendance, and participation (up to 10 points each). *Pop quizzes* will be based upon the readings for that day listed in the course schedule and will be administered or be due respectively at the beginning of class (first 5-minutes). Cognitive map assessments may be administered the class period prior, at the beginning of class, or during class. If you miss the quiz or fail to turn the cognitive maps in on time, there are no make-ups. **NO EXCEPTIONS.** There will be **at least 12 opportunities** made available to you (up to 10 points each) throughout the semester to complete the **required 10 assessments** for the 100 points. You may drop your lowest two scores if you are in class for each opportunity. Assessments, including those associated with quizzes, class activities, attendance, or participation, may also be administered at the end of class following a lecture, speaker, presentation, class activity, or class discussion. Extra credit opportunities may be awarded by the instructor.

COURSE POLICIES:

Class Notes & Digital Tools

If you miss class for any reason, you will need to get the notes from a classmate. 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.

Late Work: “So Sorry” Dates

Late Assignments for each section will only be accepted for one (1) week after the assignment is due until 11:59 p.m.. Late work will automatically be deducted 20%. After the “so sorry” dates, late work will not be accepted for any reason. NO EXCEPTIONS.

GRADING:

Your grade will be based on the following:

Components	Points
2 Writing Assignments @ 50 points each	100
3 Exams @ 100 points each	300
1 Final Group Presentation	100
Pop Quizzes, Reaction Papers, Class Attendance, Participation, and Group Discussions (see course schedule for details)	100
Total Points	600

Your grade will be calculated using the following scale:

Grade	Percentage Range	Points
A	93 - 100%	555 – 600
A-	90 - 92%	537 – 554
B+	87 - 89%	519 – 536
B	83 - 86%	495 – 518
B-	80 - 82%	477 – 494
C+	77 - 79%	459 – 476
C	73 - 76%	435 – 458
C-	70 - 72%	417 – 434
D+	67 - 69%	399 – 416
D	60 - 66%	357 – 398
F	59% and below	356 or less

Certified Family Life Educator (CFLE)

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida's Certified Family Life Education Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. You may email Dr. Suzanna Smith at sdsmith@ufl.edu for details.

COURSE SCHEDULE:

UNIT	WEEK	DATE	TOPIC (Mapped Objectives 1-3)	READINGS & ASSIGNMENTS (Mapped Objectives 1-3)
1	1	W 1/4	Introductions/Course Overview	Syllabus, Study Abroad
		F 1/6	Introduction to Unit 1: Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees – Finding a Balance (1 & 2)	Quiz: Syllabus & Chapter 1: pp. 1-10 *(BWF = Balancing Work and Family)
	2	M 1/9	The Process of Change	Quiz: Chapter 1: pp. 11-16 (BWF) & Media 1.1 Issues in BWF & Extra Reading 1: Mindfulness: An Introduction
		W 1/11	Eight Personal Needs of Every Partner, Parent & Child (1 & 2)	Quiz: Chapter 2: pp. 17-27, 33 (BWF) Begin Assignment #1a
		F 1/13	Studying Partnering, Parenting, Work, & Family Development (1 & 2)	Quiz: Extra Reading 2: Studying Work-Family Integration <u>Study Hard!</u> (This reading is found under Extra Readings in Canvas)
	3	M 1/16	HOLIDAY (No Class)	Reminder: All readings and media must be viewed <u>before</u> each class.
		W 1/18	Parenting and Work: A Balancing Act (1 & 2)	Quiz: Chapter 2: pp. 27-34 (BWF) & Chapter 8: pp.197-216 **(PCS = Parenting in Contemporary Society)
		F 1/20	Exploring Gender & Gender Roles with Parents as Partners (1 & 2)	Quiz: Chapter 3: pp. 35-49 (BWF) & Media 1.2 Gender Issues in BWF
	4	M 1/23	Exploring Diversity with Parents, Work, & Children (1 & 2)	Quiz: Chapter 3: pp. 49-61 (BWF) & Media 1.3 Diversity Issues in BWF & Extra Reading 3: Cultural Differences
		W 1/25	Parents as Partners & the 3 C's: Communication, Conflict Resolution, & Commitment (1 & 2)	Quiz: Chapter 4: pp. 63-76 (BWF) & Media 1.4: Communication Begin Assignment #1b
		F 1/27	Age & Stage Relationships: Preparation for Parenting as Partners (1 & 2)	Quiz: Chapter 5: pp. 77-84 (BWF) & Extra Reading 4: Red Flags & Extra Reading 5: Healthy Dating
	5	M 1/30	Parents, Partners & the Real World (1 & 2) Before You Tie the Knot Lab Introduced (10 pts. E.C.)	Quiz: Chapter 5: pp. 84-88 (BWF) & Media 1.5: Let's Get Married
		W 2/1	Age & Stage Relationships: Divorce, Remarriage, & Stepfamilies (1 & 2)	Quiz: Chapter 5: pp. 88-97(BWF) & Media 1.6 Policy in BWF
		F 2/3	Hints & Preparation for Exam 1 Form Parenting Groups (1,2, & 3)	Olympics Review Game Assignment #1a, #1b Due (1 & 2)
	6	M 2/6	Exam 1 (In Class) (1,2, & 3)	Exam 1 (In Class) (1,2, & 3)
		W 2/8	Introduction to Unit 2: Parents, Children, and the Economic Realities – Finding a Balance (1 & 2)	Quiz: Chapter 6: pp. 99-110 (BWF) Assignment #2 Introduced
		F 2/10	Children & Money (1 & 2)	Quiz: Chapter 6: pp. 110-116 (BWF)
	7	M 2/13	Parents, Children, & Good Health (1 & 2)	Quiz: Chapter 7: pp. 117-129 (BWF)

		W 2/15	Parents & Money Management (1 & 2)	Quiz: Chapter 8: pp. 131-146 (BWF) & Media 2.1: Family Finances
		F 2/17	Parents & Debt (1 & 2)	Quiz: Chapter 9: pp. 147-160 (BWF) Before You Tie the Knot Lab Due (10 pts. E.C.)
	8	M 2/20	Parents & Employment (1 & 2) Hints & Preparation for Exam 2 Exam 2 (Online) opens at 3:00 p.m. in Canvas on Monday and closes at 11:59 p.m. on Tuesday, 2/21.	Quiz: Chapter 10: pp. 161-178 (BWF) Exam 2 Review Exam 2 (Online) (1, 2, & 3)
		W 2/22	Introduction to Unit 3: Parenting Types, Strategies, Skills, Risks, and Resources – Finding a Balance (1 & 2)	Quiz: Chapter 1: pp. 1-20 (PCS) & Chapter 11: pp. 179-198 (BWF) Assignment #3 Introduced
3		F 2/24	The Transition to Parenthood (1 & 2)	Quiz: Chapter 1: pp. 20-27 (PCS) & Chapter 12: pp. 199-218 (BWF)
	9	M 2/27	Pregnancy & Childbirth (1 & 2)	Quiz: Chapter 11: pp. 261-281 (PCS) & Media 3.1: Life's Greatest Miracle
		W 3/1	Parenting Infants & Toddlers (1 & 2)	Quiz: Chapter 2: pp. 29-51, 53-59 (PCS)
		F 3/3	Childcare & Alternatives to Childcare (1 & 2)	Quiz: Chapter 12: pp. 283-303 (PCS) & Chapter 13: 219-225 (BWF)
		3/4-3/12	Spring Break Holiday	Have Fun☺
	10	M 3/13	Self-Concept, Self-Esteem, & Play	Quiz: Chapter 2: pp. 51-53 (PCS) & Chapter 13: 226-230 (BWF) & Chapter 14: 241-256 (BWF)
		W 3/15	Parenting School-Age Children – Middle Childhood and Adolescence (1 & 2)	Quiz: Chapter 3: pp. 61-92 (PCS) & Chapter 13: 230-240 (BWF)
		F 3/17	Parenting Adolescents & Young Adults – Adolescent Risks & Assets (1 & 2)	Media 3.2: Parenting Teens
	11	M 3/20	Parenting in Later Life (1 & 2)	Quiz: Chapter 4: pp. 93-115 (PCS)
		W 3/22	Contemporary Parenting – Diversity and Change (1 & 2)	Quiz: Chapter 6: pp. 137-164 (PCS)
		F 3/24	Parenting in Single Parent Families & Stepfamilies (1 & 2)	Quiz: Chapter 7: pp. 165-195 (PCS) Media 3.3 Parenting-Single Families & Media 3.4 Parenting-Blended Families
	12	M 3/27	Parenting in High-Risk Families (1 & 2)	Quiz: Chapter 9: pp. 217-237 (PCS)
		W 3/29	Parenting Children with Exceptionalities (1 & 2)	Quiz: Chapter 10: pp. 239-259 (PCS)
F 3/31		Positive Parenting Strategies (1 & 2)	Quiz: Chapter 5: pp. 117-136 (PCS)	
13	M 4/3	Positive Parenting Strategies: Parenting with Love (1 & 2)	Media 3.5 Effective Parenting	
	W 4/5	Positive Parenting Strategies: Parenting with Love & Logic (1 & 2)	Quiz/Lab (Required): Positive Behavioral Management Skills (PBMS) Introduced (10 pts.)	
	F 4/7	Positive Parenting Strategies: Raising Digital Natives (1 & 2)	Extra Reading 6a, b, c: Beyond Remote Control Childhood (This reading is found in Canvas)	

	15	M 4/10	Positive Parenting Strategies: Emotion Coaching (1 & 2) (PBMS Lab Due)	Quiz: Chapter 15: pp. 257-269 (BWF) & Media 3.6 Managing Our Emotions
		W 4/12	Hints & Preparation for Exam 3 (1,2, & 3) Final Group Presentation Preparations (In-class Group Work Day) (1, 2, & 3)	Assignment #2 Due (1-2)
		F 4/14	Exam 3 (In Class) (1,2, & 3)	Study Guide/Course Evaluations
	15	M 4/17	Group Presentations (1, 2, & 3)	Assignment #3 Due (1-2)
		W 4/19	Group Presentations (1, 2, & 3)	Assignment #3 Due (1-2)
		4/20-21	Reading Days	Study Hard☺
Final	16	Finals Week	Final (See Dr. Harris)	Course Evaluations

**Balancing Work and Family in the Real World **Parenting in Contemporary Society*

ASSGNMENTS AND GROUP PRESENTATION:

ASSIGNMENT 1: (50 PTS.) Targeting Success: 8 Personal Needs & 9 Important Skills for Every Partner, Parent, and Child Relationship.

You will be introduced to 8 Personal Needs of Every Partner, Parent, and Child (Assignment 1a) and 9 Important Skills for Every Relationship (Assignment 1b). Make 2 copies of the *Balancing Work and Family Target Behavior* sheet found on page 33 of the text. **Label one: 1a) 8 Personal Needs and label the other: 1b) 9 Important Communication Skills for Every Relationship.** Using the 1a) 8 Personal Needs Target Behavior sheet, chart for one week how well you daily meet each of your eight personal needs listed on page 22 using a “+” each time you meet them or a “-” each time you fail to meet them. You can chart them several times a day or once a day. Using the 1b) 9 Important Communication Skills for Every Relationship Target Behavior sheet on page 33 of the text, list the 9 Skills found on pp. 72-73 of the text (e.g., *Don’t Criticize, Do Calm Down*, etc.) on the target behavior sheet and then chart how you perform each of these skills each day in your relationships for one week. Use a “+” each time you perform them successfully and a “-” each time you fail to perform them. Write a short 5-10-page paper highlighting how meeting these 8 Needs and acquiring these 9 Relationship Skills can assist you in helping you find a balance between meeting your own personal needs, meeting the needs of others (e.g., helping your friends or family members meet these needs; helping your romantic partner meet these needs; helping your children meet these needs), and work/school. **Note: You will need to submit the tracking charts (5 pts. each) with your paper explaining how you did in each of these areas and how meeting the 8 Needs and acquiring these 9 Communication Skills can assist you in balancing your work, partner, and family (e.g., parenting) relationships successfully. It will become very apparent in the paper if you FAIL to track your 8 Needs and 9 Skills successfully for a week, so make sure to do it carefully and conscientiously. When you write your paper, use the EXACT format listed below. Make sure you discuss at least ONE of the 8 Needs (e.g., feel safe/secure) and at least ONE of the 9 Skills (e.g., validate) in each area.**

Assignment #1 Criteria for Grading (Print this page and attach it to the last page of your paper) (Mapped Objectives 1 & 3)	Points
1. Target Behavior Sheet: The extent to which you identified how you met your 8 <i>Personal Needs</i> and performed the 9 <i>Important Skills for Every Relationship</i> for one week each (2-3 pages) and marked them each time you did them or failed to do them throughout each day on the Target Behavior sheets (10 points). 1a. Charted 8 <i>Personal Needs</i> for 1 week (5 points). 1b. Charted 9 <i>Important Skills for Every Relationship</i> for 1 week (5 points).	/10 /5 /5
2. Five to Ten Page Paper Section: The extent to which you identified with depth and clarity in a 5-10-page, double-spaced paper how meeting these 8 <i>Personal Needs</i> and acquiring these 9 <i>Relationship Skills</i> can assist you in balancing your work, partner, parenting, and other relationships successfully - both now and/or in the future. Note: Be sure to highlight how you did during each week at meeting these 8 Needs and using these 9 Skills to: a) balance your personal, work, partner, and/or family and other relationships successfully (15 points). Discuss at least 1 need and 1 skill in each area. b) project into the future about how you can achieve greater balance in the future as an individual, partner, parent, and employee by meeting these 8 <i>Needs</i> and using these 9 <i>Skills</i> successfully (15 points). Discuss at least 1 need and 1 skill in each area.	/30 /15 /15
3. Proper Formatting: <i>Brief Introduction</i> (introduces topic and what will be discussed) (1 point) <i>Punctuation and Grammar</i> (3 points) <i>Clear Subheadings</i> (2 points) (see example below) <i>Thoughtful Conclusion</i> (i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points) Tracking charts and Criteria for Grading sheet attached at the end of the paper (1 point)	/10 /1 /3 /2 /3 /1
Total Points/Final Grade	

Introduction (See Detailed Template in Canvas)

Targeting My 8 Needs and the 9 Skills

Balancing the 8 Needs and 9 Skills Now

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Family/Friends Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Balancing the 8 Needs and 9 Skills in the Future

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Parent-Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Parent-Child Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Conclusion

ASSIGNMENT 2: (50 PTS.) Projective Hindsight Interview: Developing a Personal Parenting Strategy.

Balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management can be difficult and challenging. You will need to interview at least two different parents from separate families (you may not interview your own family) with at least a ten-year history of balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Write a 4-8 page, double-spaced narrative paper regarding what you learned from them about how to successfully balance healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Additionally, based upon what you learned from these interviews, you will need to project your life 10-years down the road and create a personal parenting strategy successfully. Your personal parenting strategy must include strategies for how you plan to parent successfully while balancing individual needs, work, romantic partners (e.g., marriage), and money management while incorporating information you discovered from Units 2-3 (e.g., readings, videos, websites, speakers). Your Interview and paper need to address the following:

1. What was/is the occupation of this individual? (1 point)
2. What are/were some of the highlights of this person's working career (Note: Being a stay-at-home mom or dad is also considered a working career)? (2 points)
3. Briefly describe the family structure and the primary *parenting* strategy this person has used to parent? (2 points)
4. What are the Top 3 things this person has done to try to balance parenting with meeting his/her individual needs throughout his/her working career? (3 points)
5. What are the Top 3 things this person has done to try to balance parenting with his/her romantic relationship (e.g., marriage) throughout his/her working career? (3 points)
6. What are the Top 3 things this person has done to try to balance parenting and money management throughout his/her working career? (3 points)
7. What are the Top 3 things this person has done to try to help his/her children learn to meet their individual needs, prepare for successful romantic relationships, manage money well, and prepare for future employment? (3 points)
8. What advice could this person share with you about how you could best balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? (3 points)
9. What are the Top 5 things you will do, **based on this interview and advice**, to effectively balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? Be specific. (5 points)
10. Based on this interview and the information we have learned in class, develop a personal parenting strategy that you will use to parent successfully. The strategy should include at least the following: (10 points)
 - a. How you will **specifically** help your children to learn to meet their *8 Needs* successfully.
 - b. How you will **specifically** use the *9 Skills* to parent successfully.
 - c. What specific parenting strategies you will use to parent successfully.
11. What will you do, **based on the information you have learned in Units 2-3**, to effectively balance parenting with individual needs, work, partner (e.g., marriage), family, friends, and money successfully throughout your career? (5 points) **[Note: This question is different than Question 9 because it requires you to synthesize everything you have learned from Units 2-3. Question 9 requires you to synthesize what you have learned from the interview.]**

Assignment #2 Criteria for Grading (Print this page and attach it to the last page of your paper) (Mapped Objectives 1 & 2)	Points
<p>1. Interview Narrative Portion: Based on the interview and advice, the extent to which you were able to write with clarity and depth and address in a narrative format questions 1-9 above (i.e., how healthy parenting can be successfully balanced with individual needs, work, romantic partners (e.g., marriage), and money management) (approx 2-6 pages) (25 points).</p> <p style="text-align: right;">Question 1 /1 Question 2 /2 Question 3 /2 Question 4 /3 Question 5 /3 Question 6 /3 Question 7 /3 Question 8 /3 Question 9 /5</p>	/25
<p>2. Personal Parenting Strategy: The extent to which you were able to develop with depth and clarity, based on this interview and the information we have learned in class, a personal parenting strategy that you will use to parent successfully (i.e., Question 10) (approx. 3-4 pages). The strategy should include at least the following: (10 points)</p> <p style="margin-left: 20px;">a. How you will help your children to learn to meet their 8 Needs successfully. (3 points) /3</p> <p style="margin-left: 20px;">b. How you will use the 9 Skills to parent successfully. (3 points) /3</p> <p style="margin-left: 20px;">c. What specific parenting strategies you will use to parent successfully. (4 points) /4</p> <p>Application: Based on the interview, advice, and what you have learned from Units 2-3, the extent to which you were able to write with clarity and depth and address in a narrative format question 11 above. (5 points) /5</p>	/15
<p>3 Proper Formatting:</p> <p><i>Brief Introduction</i> (introduces topic and what will be discussed) (1 point); /1</p> <p><i>Punctuation and Grammar</i> (3 points) /3</p> <p><i>Clear Subheadings</i> (2 points) (see below) /2</p> <p><i>Thoughtful Conclusion</i> (i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points) /3</p> <p>Personal Communication cited correctly in the paper and Criteria for Grading sheet attached at the end of the paper (1 point) /1</p>	/10
Total Points/Final Grade	

Introduction (See Template in Canvas/Resources)

Questions 1-9 (Use subheadings like: Occupation; Highlights of Working Career, etc.)

My Personal Parenting Strategy (Question 10) (Impt: Be specific and in-depth)

Balancing Parenting with Individual Needs, Work, Partner, Family, Friends, and Money (Q 11)

Conclusion

ASSIGNMENT 3: GROUP PARENTING PRESENTATION: (100 PTS.) Special Parenting Topics.

You will be required to present in groups of no more than five (5) people (12-16 groups total) to another group on a parenting topic of your choice. Presentations will be 25-30 minutes long (going over or under will result in point deductions). You will need to utilize at least three (3) outside sources other than the textbook or the information presented in class and **create a handout for each member of the other group and one you will turn in to the instructor** with your *Group Parenting Presentation Evaluation Form*. Fifty (50) points will be awarded for the presentation and another fifty (50) points will be awarded for evaluating the other groups' presentation. Use the evaluation form below. Make two (2) copies and turn in one (1) evaluation form for the other groups' presentation and one (1) copy of your personal evaluation of your own group's presentation. Attach the *Assignment #3 Criteria for Grading* sheet. **[Note: 50 pts. will be deducted for missing your or the other group's presentation]**

Examples of Previous Parenting Presentation Topics:

Potty Training Kids
Talking to Teens about Dating/Sex
Teaching Children Values
Teaching Kids to Read
Media Influence on Children/Teens
Green Parenting
Parenting in Later Life
Teaching Religion to Children

Raising Vegetarian/Vegan Children
Breast Feeding
Raising a Large Family
Autism/Autism Spectrum Disorders
Infant Brain Development
Raising a Diverse Child
Grandparents Parenting Grandchildren
Obesity/Nutrition and Parenting

Assignment #3 Criteria for Grading (Print this page and turn in one (1) copy per group to the instructor the day you present) (Mapped Objectives 1, 2 & 3)	Points
1. <u>Group Evaluation of Presentation:</u> The extent to which your group followed the format on the <i>Group Parenting Presentation Evaluation Form</i> (50 points). (Note: This grade will include your score, your group's score, class members' evaluation scores, as well as the instructor's evaluation (i.e., the instructor's score will carry the most weight), which will include how well your group worked together and your peer rating of your personal participation in the group presentation (e.g., how well you pulled your weight). Therefore, your score may differ from the rest of your group members' scores.	/50
<div style="text-align: right; padding-right: 20px;"> Introduction /10 Information /10 Interaction /10 Application /10 Conclusion /10 </div> 2. <u>Group Presentation Evaluations:</u> Your personal evaluation of the other group and the extent to which you carefully evaluated the other group using the format on the <i>Group Parenting Presentation Evaluation Form</i> (50 points)	/50
Total Points/Final Grade	

Group Parenting Presentation Evaluation Form

Date _____

Title of Parenting Presentation Topic:

Names of Presenters:

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

1. Presenters scores on the following:

___/10 **Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They Caught Our Attention!**)—10 points

___/10 **Information:** Presented some new information or new perspectives on old information; included a handout for each of the member of the group and one for the instructor—10 points

___/10 **Interaction:** Asked good questions and involved the class in the presentation. They didn't just lecture or present the information in a stand-and-deliver format—10 points

___/10 **Application:** Applied the information to class members' lives personally and as practitioners in a professional manner; offered specific ways we can work with this target audience; identified a specific target skill and developed a scenario or brief activity to allow class members to practice this skill in class during the presentation—10 points

___/10 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research into how we can work with this target audience successfully.

___/50 **Rating:** Rate your overall evaluation of the group's parenting presentation (add up each of the scores from above and place that number in front of the /50).

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

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

5. **For Group Presenters Only:** Did everyone in the group participate and pull their weight. Points will be awarded or deducted based upon this evaluation. Please explain.

Reviewer's Name: _____

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>

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/

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, 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
 - 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
- 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/

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>.

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

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

Grammar: Things to Remember

Common Problem:	Example:	Correction:
Missing comma after an introductory statement/words.	Therefore my paper will focus on...	Therefore , my paper will focus on...
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child but paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child, but paternal stress is not.
Comma splice.	The causes are unknown, there are several known risk factors associated with the disorder.	The causes are unknown, but there are several known risk factors associated with the disorder.
They're, There, & Their. <i>They're</i> is a contraction for <i>they are</i> . <i>There</i> refers to a location. <i>Their</i> is a possessive pronoun.	There study found that... Their professors at the University of Florida.	Their study found that... They're professors at the University of Florida.
Your, You're. <i>Your</i> is possessive. <i>You're</i> a contraction for <i>you are</i> .	Your never going to believe what we found.	You're never going to believe what we found.
Who, Which, & That. <i>Who</i> refers to people. <i>That</i> and <i>Which</i> refers to groups of things.	Tina is the one that graduated last semester.	Tina is the one who graduated last semester.
Avoid slang and colloquial language. Slang (cool, huge, totally, overkill) Colloquial (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 huge . The result was not significant due to the fact that the sample size was small.	The results of the study suggest that siblings have a significant influence on child development. The result was not significant because the sample size was small.
Shifting in tenses. <i>Past vs. present tense</i>	The study, conducted by researchers at the University of Florida, finds that...	The study, conducted by researchers at the University of Florida, found that...

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

Straus, J. (2011). *The blue book of grammar and punctuation* (10th 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/>