

### ABOUT THE COURSE

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.

### INSTRUCTOR:

Victor William Harris, Ph.D.  
Associate Professor  
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### TEACHING ASSISTANT

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### OFFICE HOURS:

By appointment in-person or using Zoom

### COURSE INFORMATION

**Online** – Weekly Readings,  
Quizzes, Activities, Assignments

### 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.

### 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 your 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.

### UNITS

**UNIT 1: Parenting Context, Balance, & Theory**

**UNIT 2: Parenting & Family Development Across the Lifespan**

**UNIT 3: Working with Parents, Children, & Teenagers**

## OVERALL GOAL

To help you, the students, *identify*, *apply*, and *practice* the skills and strategies needed to become:

- 1) a healthy individual, partner, and parent;
- 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to teach and 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:

### Textbook

- Welch, K., & Harris, V.W. (2022). *Parenting life now*. Thousand Oaks, CA: Sage. (Required)

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

- Harris, V.W., Johnson, A., Olsen, K. (2013). *Balancing work and family in the real world* (2<sup>nd</sup> Ed.). Plymouth, MI: Hayden-McNeil. (Readings from this textbook are supplied for you in Canvas)
- Other selected readings as noted in the course schedule and in Canvas.

## 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 on Canvas. Assignments are due at 11:55 pm on their due date. A *Final Group Parenting Presentation* is also required (Assignment #3). See Assignment #3 details below. Required:

- Read the requirements closely before turning in the assignment. Use the *Criteria for Grading* sheet listed in the syllabus and in Canvas for specific assignment details.
- 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 7<sup>th</sup> Edition style** (See “APA: Top Things to Remember” at the end of the syllabus; For other questions, Google: “APA Style”).
- **You may use “first person” language** due to the personal nature of each writing assignment.

- 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 & Positive Parenting Lab***

Three exams will be administered during this course for Units 1, 2, and 3. The exams are not comprehensive. An exam review will be conducted in class prior to when each exam being administered in order to help you prepare for taking each exam. I strongly suggest you participate in these reviews. Exams are worth 100 points. Make-up exams will not be administered without valid documentation, so don't miss the exams. I strongly recommend taking the exams early prior to the deadline to avoid any technical problems or issues. One parenting lab is also due worth 50 pts.

### ***Quizzes, Activities & Extra Credit***

One hundred (100) points will be awarded for quizzes (up to 10 points each). If you miss the quiz, there are no make-ups, except for valid university excused absences. There will be **up to 13 opportunities** made available to you (up to 10 points each) throughout the semester to complete the **required 10 quizzes** for the required 100 points. You may drop your lowest three scores if you take all 13 quizzes. Quizzes will be administered the first five minutes of class covering **ONLY** the assigned readings and media for that day. If you are more than five minutes late and the quiz is turned in, you will need to drop that quiz. If you are late one minute, you will have four minutes to take the quiz, etc. Extra credit opportunities may also be provided by the instructor– up to 15 pts. total.

### **COURSE POLICIES:**

#### ***Contacting the instructor and Teaching Assistants***

Please email Dr. Harris directly at [victorharris@ufl.edu](mailto:victorharris@ufl.edu). If you have questions about grading, a quiz, an activity, an assignment or exam, please email the TAs first and cc the instructor.

#### ***Late Work: “So Sorry” Dates***

**No late Quizzes, or Activities will be accepted. Assignments for each unit 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 one week, I will have to tell you “so sorry,” because late work will not be accepted for any reason after that time, except according to university policy.**

**GRADING:**

Your grade will be based on the following components and calculated using the scale below:

Components	Points
2 Writing Assignments @ 50 points each	100
3 Exams @ 100 points each	300
1 Final Presentation	100
Quizzes (see course schedule and Canvas for details)	100
1 Positive Parenting Lab	50
<b>Total Points</b>	<b>650</b>

Grade Scale	Percentage Range	Points
A	93 - 100%	601 – 650
A-	90 - 92%	582– 600
B+	87 - 89%	562– 581
B	83 - 86%	536– 561
B-	80 - 82%	517 – 535
C+	77 - 79%	497 – 516
C	73 - 76%	471– 496
C-	70 - 72%	452 – 470
D+	67 - 69%	432 – 451
D	63 - 66%	406 – 431
D-	60-62%	387 – 405
F	59% and below	386 or less

### *Area of Specialization in Family Life Education*

Please note that the content of this course is approved by the National Council on Family Relations (NCFR) towards meeting NCFR's curricular requirements for those wishing to pursue a national certification in Family Life Education. 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. Jeneé Duncan at [jduncan1@ufl.edu](mailto:jduncan1@ufl.edu) for details.

## COURSE SCHEDULE:

UNIT	WEEK	DATE	TOPIC (Mapped Objectives 1-3)	READINGS & ASSIGNMENTS (Mapped Objectives 1-3)
1	1	1/8	<b>WEEK 1: Introduction to Unit 1: Parenting Context, Balance, &amp; Theory</b> (Meets Mapped Course Objectives 1 & 2 & 3)	Introductions, Syllabus Review ☺
		1/10	Preface & Balancing Work & Family (1 & 2)	<b>Quiz: Syllabus; *Parenting Life Now (PLN) Preface; &amp; **Balancing Work and Family (BWF) Chapter 1:</b> pp. 7-10 (in Canvas)
		1/12	The Process of Change (1 & 2 & 3)	<b>BWF:</b> pp. 11-16 <b>Reading 1: <a href="#">Mindfulness: An Introduction</a></b>
	2	1/15	<b>WEEK 2: Family Life &amp; Work: A Balancing Act? (1 &amp; 2)</b> Eight Personal Needs of Every Partner, Parent & Child (1 & 2 & 3)	<b>BWF:</b> pp. 17-27, 33 <b>Begin Assignment #1a</b>
		1/17	Parents as Partners & the 3 C's: Communication, Conflict Resolution, & Commitment (1 & 2 & 3)	<b>BWF:</b> pp. 63-76 <b>Media 1.1: <a href="#">Communication</a></b> <b>Begin Assignment #1b</b>
		1/19	Family Life & Work: A Balancing Act? (1 & 2)	<b>PLN: Chapter 10</b> , pp. 377-414 <b>Media 1.2: <a href="#">Family Finances</a></b> ***
	3	1/22	<b>WEEK 3: Parenting Life Now: Trends (1 &amp; 2)</b> Who's Having Babies & Why? (1 & 2) <b>Holiday (No Class)</b>	<b>PLN: Chapter 1</b> , pp. 1-24
		1/24	Adoption, Change, & Parenthood (1 & 2)	<b>PLN: Chapter 1</b> , pp. 24-37
		1/26	The Parent Educator Certified Family Life Educator Career Resources from NCFR (1 & 2)	<b>PLN: Chapter 1</b> , pp. 37-42 <b>Explore <a href="#">CFLE Credential</a></b> <b>Explore <a href="#">Career Resources</a></b>
	4	1/29	<b>WEEK 4: The Varied Experiences of Parenting</b> Parenting in Cultural Contexts (1 & 2)	<b>PLN: Chapter 2</b> , pp. 43-73
		1/31	Cultural Similarities & Differences—Race & Racism (1 & 2 & 3) (continued to the next class period)	<b>PLN: Chapter 2</b> , pp. 73-87 <b>Reading 2: <a href="#">Are You Marrying Someone from a Different Culture or Religion?</a></b>
		2/2	Implicit Bias Discussion (1 & 2 & 3) (cont.)	<b>Before Class: Take the <a href="#">Implicit Bias Test</a></b>
	5	2/5	<b>WEEK 5: Understanding Parenting Through Theory (1 &amp; 2)</b>	<b>PLN: Chapter 3</b> , pp. 89-118
		2/7	Family Interactions—Studying Partnering, Parenting, Work, & Family Development (1 & 2)	<b>PLN: Chapter 3:</b> pp. 118-130 <b>Reading 3: <a href="#">Studying Work-Family Integration</a> (Canvas)</b>
		2/9	<b>Exam #1 Review</b>	<b>Take Unit 1 Exam—Opens Friday at 8:00 a.m. &amp; closes Sunday at 11:55 p.m.</b>

2	6	2/12	<b>WEEK 6: Unit 2: Parenting &amp; Family Development Across the Lifespan (1 &amp; 2)</b> Becoming Parents: Choices & Challenges: Pregnancy & Childbirth/Unexpected Outcomes	<i>PLN: Chapter 4, pp. 131-143, 153-167</i> <a href="#">Media 2.1: Life's Greatest Miracle</a> <a href="#">Media 2.2: Life's Greatest Miracle</a>		
		2/14	The Partner Relationship During Pregnancy	<i>PLN: Chapter 4, pp. 143-153</i>		
		2/15	<b>Assignment #1 Due in Canvas by 11:55 pm</b>	<b>Assignment #1 Due by 11:55 pm</b>		
		2/16	The Partner Relationship During Pregnancy (cont.) – SMART Couples	<i>PLN: Chapter 4, pp. 143-153</i>		
	7	7	2/19	<b>WEEK 7: The Changing Nature of Parenting: Infancy and Early Childhood (1 &amp; 2)</b> Parenting Infants & Toddlers	<b>Assignment #2 Introduced</b> <i>PLN: Chapter 5, pp. 169-177</i>	
			2/21	Trust, Attachment, & Reciprocity; Brain Development & Infant Stimulation	<i>PLN: Chapter 5, pp. 178-191</i>	
			2/23	Parents as Protectors & Nurturers <b>Homecoming (No Class)</b>	<i>PLN: Chapter 5, pp. 191-209</i>	
	8	8	2/26	<b>WEEK 8: The Changing Nature of Parenting: Middle Childhood (1 &amp; 2)</b> Brain, Maturation, & Sexual Development; "The Talk"	<i>PLN: Chapter 6, pp. 211-223</i> <a href="#">Explore When to Have "the Talk" with Your Kids</a>	
			2/28	Fostering Social & Emotional Growth, & Industry	<i>PLN: Chapter 6, pp. 223-233</i>	
			3/1	Exit Parents, Enter Friends: Challenges—Bullying & Violence Prevention	<i>PLN: Chapter 6, pp. 233-251</i> <a href="#">Explore Preventing Bullying</a>	
		9	9	3/4	<b>WEEK 9: The Changing Nature of Parenting: Adolescence (1 &amp; 2)</b> Adolescent Development & Parenting (1 & 2)	<i>PLN: Chapter 7, pp. 253-261</i> <b>Assignment #3 Topic Proposal Due in Canvas by 11:55pm (No Points Awarded)</b>
				3/6	Identity, Autonomy, & Relationships	<i>PLN: Chapter 7, pp. 261-268</i> <a href="#">Media 2.3: Parenting Teens</a> ***
				3/8	Adolescent Relationships, Sexuality, Difficulties, & Assets (1 & 2)	<i>PLN: Chapter 7, pp. 269-295</i> <a href="#">Reading 4: Red Flags &amp; Reading 5: Healthy Dating</a>
10		10	3/18	<b>WEEK 10: The Changing Nature of Parenting: Family Life &amp; Aging</b> Aging, the Aged, & Adult Children	<i>PLN: Chapter 8, pp. 297-320</i>	
			3/20	Grandparents as Parents—Family Changes (1 & 2)	<i>PLN: Chapter 8, pp. 321-335</i> <a href="#">Explore Help Guide</a>	
			3/22	<b>Exam #2 Review</b>	<b>Take Unit 2 Exam—Opens Friday at 8:00 a.m. &amp; closes Sunday at 11:55 p.m.</b>	

3	11	3/25	<b>WEEK 11: Unit 3: Working with Parents, Children, and Teenagers (1 &amp; 2)</b> The Aftermath of Divorce: Transitions (1 & 2)	<i>PLN: Chapter 9, pp. 337-356</i>
		3/27	Challenges for Single Parents & Remarriage (1 & 2)	<i>PLN: Chapter 9, pp. 356-366</i> <a href="#">Media 3.1 Parenting-Single Families</a> ***
		3/29	Stepfamilies Today (1 & 2)	<i>PLN: Chapter 9, pp. 366-375</i> <a href="#">Media 3.2 Parenting-Blended Families</a> ***
	12	4/1	<b>WEEK 12: Parenting in Times of Crisis (1 &amp; 2)</b> Family Crisis, Coping, & Resilience (1 & 2)	<i>PLN: Chapter 11, pp. 415-428</i>
		4/3	The Crisis of Family Violence (1 & 2)	<i>PLN: Chapter 11, pp. 428-446</i>
		4/5	The Homeless: Contexts & Support (1 & 2) <b>Holiday (No Class)</b>	<i>PLN: Chapter 11, pp. 446-457</i>
	13	4/8	<b>WEEK 13: Positive Parenting Strategies (1 &amp; 2 &amp; 3)</b> Principles & Strategies with Promise (1 & 2)	<a href="#">Media 3.3 Effective Parenting</a> *** <a href="#">Reading 6: Positive Discipline</a>
		4/10	C.O.O.L. Parenting (1 & 2)	<a href="#">Reading 7: Types of Misbehaviors</a> <a href="#">Reading 8: Teaching Responsibility</a>
		4/12	Children & Emotion—Coaching (1 & 2)	<a href="#">Reading 9: Social and Emotional Competence</a> <a href="#">Media 3.4 Managing Our Emotions</a> *** <a href="#">Begin Positive Parenting Lab (50 Points)</a>
	14	4/15	<b>WEEK 14: Technology &amp; Parenting Children with Disabilities (1 &amp; 2)</b> Remote Controlled Childhood (1 & 2) <b>Positive Parenting Lab Due</b>	Readings 10-12 (In Canvas) <a href="#">Positive Parenting Lab Due</a> (Upload Answers to Readings 6-8 and the Certificate for Completing the Lab in Canvas)
		4/17	Narratives, Theory, & Categories (1 & 2)	<i>PLN: Chapter 12, pp. 459-482</i>
		4/18	<b>Assignment #2 Due in Canvas by 11:55 pm</b>	<b>Assignment #2 Due by 11:55 pm</b>
		4/19	Lived Experiences & Best Practices <b>Exam #3 Review</b>	<i>PLN: Chapter 12, pp. 482-493</i> Take Unit 3 Exam—Opens Friday at 8:00 a.m. & closes Sunday at 11:55 p.m.
	15	4/22/24	<b>WEEK 15: Assignment #3 Presentations Due</b>	<b>Assignment #3 Due in Class or by 11:55 p.m.</b>
			<b>Course Evaluations Due</b>	<b>Course Evaluations Due</b>

\* *Parenting Life Now (PLN)* \*\* *Balancing Work and Family in the Real World (BWF)*

\*\*\* [Real Families - Real Answers](#) **Zoom Link:** [ufl.zoom.us/my/victorwharris](https://ufl.zoom.us/j/victorwharris)



## 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 copies of the *Balancing Work and Family Target Behavior* sheet found on page 33 of the text or in Canvas. **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 in BWF 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.) or in Canvas 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 or in Canvas. 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 (Attach to the end of your paper) (Mapped Objectives 1 & 3)	Points
<p>1. <b>Target Behavior Sheet:</b> 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 <b>marked them each time you did them or failed to do them throughout each day on the Target Behavior sheets</b> (10 points).</p> <p style="padding-left: 20px;">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).</p>	<p><b>/10</b></p> <p style="text-align: right;">/5 /5</p>
<p>2. <b>Five to Ten Page Paper Section:</b> The extent to which you identified with <b>depth and clarity</b> 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. <b>Note: Be sure to highlight how you did during each week at meeting these 8 Needs and using these 9 Skills to:</b></p> <p>a) balance your personal, work, partner, and/or family and other relationships successfully (15 points). <b>Discuss at least 1 need and 1 skill in each area.</b></p> <p>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). <b>Discuss at least 1 need and 1 skill in each area.</b></p>	<p><b>/30</b></p> <p style="text-align: right;">/15  /15</p>
<p>3. <b>Proper Formatting:</b></p> <p><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 attached in Canvas or at the end of the paper (1 point)</p> <p style="text-align: right;">50 pts.</p>	<p><b>/10</b></p> <p style="text-align: right;">/1 /3 /2  /3 /1</p>
<b>Total Points/Final Grade</b>	

**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 5-10 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 1-3 (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 (Attach to the end of your paper) (Mapped Objectives 1 & 2)	Points
<p>1. <b>Interview Narrative Portion:</b> 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>	<b>/25</b>
<p>2. <b>Personal Parenting Strategy:</b> The extent to which you were able to develop <b>with depth and clarity</b>, 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="padding-left: 20px;">a. How you will help your children to learn to meet their <b>8 Needs</b> successfully. (3 points) /3</p> <p style="padding-left: 20px;">b. How you will use the <b>9 Skills</b> to parent successfully. (3 points) /3</p> <p style="padding-left: 20px;">c. What <b>specific parenting strategies</b> you will use to parent successfully. (4 points) /4</p> <p><b>Application:</b> 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>	<b>/15</b>
<p>3 <b>Proper Formatting:</b></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 (1 point) /1</p> <p style="text-align: right;"><b>50 pts.</b></p>	<b>/10</b>
<b>Total Points/Final Grade</b>	

**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. 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 group's 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*

<b>Assignment #3 Criteria for Grading</b> (Print this page and turn in one (1) copy per group to the instructor the day you present) (Mapped Objectives 1, 2 & 3)	<b>Points</b>
1. <b><u>Group Evaluation of Presentation:</u></b> 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.	<b>/50</b>
<div style="text-align: right; padding-right: 20px;">           Introduction /10            Information /10            Interaction /10            Application /10            Conclusion /10         </div>	<b>/50</b>
<div style="text-align: right; padding-right: 20px;">           Introduction /10            Information /10            Interaction /10            Application /10            Conclusion /10         </div>	<b>/50</b>
<b>Total Points/Final Grade</b>	

**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: [UF GPA Calculator - University of Florida Grades Points \(calculator-online.net\)](http://calculator-online.net)

### *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: [Attendance Policies < University of Florida \(ufl.edu\)](http://ufl.edu)

### *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:

<https://sccr.dso.ufl.edu/process/student-conduct-code/>

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. **Get a Ticket number from the HELP desk.**

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

All academic staff, personnel, and students of the university are 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 regulations, disciplinary actions will be taken, as appropriate. The copyright policy is provided on the basis of endorsement by the Council on Information Technologies and Services (May 12, 1994). Guidelines for following this policy can be found at UF's [Software Copyright Policy, Guideline, and Training Materials website](#).

### ***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, <https://disability.ufl.edu/>

### ***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.



## Counseling Support Services

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

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:* 3190 Radio Road, (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: [www.counseling.ufl.edu](http://www.counseling.ufl.edu)
  - 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 Connections Center:* 1<sup>st</sup> Floor Reitz Union, 392-1601, career development assistance and counseling, [www.career.ufl.edu/](http://www.career.ufl.edu/)
- *E-learning technical support:* Contact the [UF Computing Help Desk](http://www.counseling.ufl.edu) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

## Course Evaluation Process

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the

evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

### ***Student Complaints***

- Residential Course: [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#)
- Online Course: [Student Complaints - Flexible Learning - University of Florida \(ufl.edu\)](#)

### ***In Class Recording***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### ***FYCS Diversity, Equity and Inclusion Statement***

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

## 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.  <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.	<b>There</b> study found that...  <b>Their</b> professors at the University of Florida.	<b>Their</b> study found that...  <b>They're</b> 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> .	<b>Your</b> never going to believe what we found.	<b>You're</b> 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 <b>that</b> graduated last semester.	Tina is the one <b>who</b> graduated last semester.
Avoid slang and colloquial language.  <b>Slang</b> (cool, huge, totally, overkill)  <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> .  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.  The result was not significant <b>because</b> the sample size was small.
Shifting in tenses.  <i>Past vs. present tense</i>	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  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?  A: It belongs to <b>he</b> .	Q: To <b>whom</b> does it belong?  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  <b>Fewer</b> refers to things that are countable.  <b>Less</b> refers to things that are not countable.	We had <b>lesser</b> people at the fundraiser than we had hoped.  <b>Fewer</b> talking would help my concentration.	We had <b>fewer</b> people at the fundraiser than we had hoped.  <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>.

## 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/>.

### APA 7<sup>th</sup> Edition: Top Things to Remember

- 1) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font (either Times New Roman or Arial).
- 2) **Page Headers.** 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. The running head title should not exceed 50 characters (including spaces), so a shortened version of the title is often used. Remember, "Running" is capitalized, but "head" is not.
- 3) **Headings and Subheadings.** Use headings and subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.). Each level of heading (from Level 2 onward) is a subheading of the level above it. The five levels of APA 7<sup>th</sup> edition section headings are as follows:

Level 1: **Centered, Bold, Title Case Heading**

Level 2: **Flush Left, Bold, Title Case Heading**

Level 3: **Flush Left, Bold Italic, Title Case Heading**

Level 4: **Indented, Bold, Title Case Heading Ending With a Period.**

Level 5: **Indented, Bold Italic, Title Case Heading, Ending With a Period.**

- 4) **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 directly quote someone, cite the author, date, and page number. For example, (Diehl & 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, 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 before the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section).  
 QUOTES OF 40+ WORDS SHOULD BE USED RARELY!

- 5) **Multiple Author Citations.** When citing an article that has one or two authors, you must write their names every time. You can't use et al. with two authors. When citing an article with 3 or more authors, give the first author's name, followed by "et al.," and the year. When using et al., the citation looks like this (Fogarty et al., 2010). Note that there is no comma after the first author, but a period and a comma are always placed between "et al" and the year.
- 6) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" whenever there are two authors (e.g., "Gutter and Copur (2010) found..."), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter & 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.

**7) In-text Citations: Things to Remember:**

- a. One author: (Harris, 2008)
- b. Two authors: (Rellini & Montecchi, 2004)
- c. More than two authors: (Fogarty et al., 2010) every time.
- d. Add p. #'s for any 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.

**8) 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>

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

**Harris, V.W. (2021) 10 Proven Steps for Writing a Winning Paper**

**Step 1:** Decide on a Topic

**Step 2:** Look at the Criteria/Requirements

**Step 3:** Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles

**Step 4:** Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)

**Step 5:** Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)

**Step 6:** List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything

**Step 7:** Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section

**Step 8:** Turn Each Point into a Paragraph Listing Citations as Needed

**Step 9:** Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph

**Step 10:** Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry