UNIVERSITY of FLORIDA

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

INSTRUCTOR:
Victor William Harris, Ph.D.

TEACHING ASSISTANT:
TBD

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TEACHING PHILOSOPHY AND INSTRUCTION

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

UNIVERSITY COURSE DESCRIPTION

FYC 6105 Youth and Family Relationships (Prerequisites – Graduate Student)

COURSE INTRODUCTION

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

OVERALL GOAL

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

COURSE OBJECTIVES

- *Identify*:
    - Identify basic concepts, definitions, and approaches used in the study of youth/family relationships;
    - Identify theories, methodology, and research findings that form our knowledge base about youth development and family relationships;
    - Identify how the parent-child relationship influences both healthy and unhealthy psychosocial development during adolescence and emerging adulthood;
    - Identify the diversity of youth and family relationships and the ecological contexts in which they are embedded (e.g., culture/ethnicity, religion, socioeconomic status, family structure).

- *Apply*:
    - Apply critical thinking skills in identifying the dynamics of healthy youth and family relationships
    - Apply theory and research that link the practical application of these principles to families with children, adolescents, and emerging adults.

- *Practice*:
    - Practice the personal and professional skills that will promote the development of healthy youth and family relationships and competencies to improve well-being.

COURSE RESOURCES: READINGS AND GRADING

Readings are available in Canvas for each week. *Grades* will be based upon the following:

Components	Points
12 Quizzes (15 Pts. Ea. - Drop 2)	150
11 SMARTCouples.org Blogs (15 Pts. Ea. - Drop 1)	150
2 Labs (Lab 1: 25 pts.; Lab 2: 75 pts.)	100
1 Youth and Family Relationships (YFR) Paper (1st Draft -120 Pts.; 2nd Draft-80 Pts.)	200
1 YFR Paper Presentation	100
Total	700

Grade	Percentage Range	~Points
A	93 - 100%	651 – 700
A-	90 - 92%	630 – 650
B+	87 - 89%	609 – 629
B	83 - 86%	581 – 608
B-	80 - 82%	560 – 580
C+	77 - 79%	539 – 559
C	73 - 76%	511 – 538
C-	70 - 72%	490 – 510
D+	67 - 69%	469 – 489
D	63 - 66%	441 – 468
D-	60 - 62%	420 – 440
E	59% and below	419 or less

COURSE ACTIVITIES

Readings, Quizzes, and Labs

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

Blog Scripts

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

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

<u>**Criteria for Grading this Assignment:**</u> **SMARTCouples.org Blog Scripts**: (150 PTS.)

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

Publishable Research Paper

A publishable research paper is required. This does not mean that you will actually have to publish the paper, but the paper should be of publishable quality. Choose a favorite article from a journal of your choice and use it to inform this assignment. You will be required to submit a first draft of the publication (120 points possible) and a second, or final draft (80 points possible). Accepted publications may be placed on your resume/curriculum vita. Requirements include:

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

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

Parenting Paper Criteria for Grading (Attach this criteria for grading information to the last page of your paper)) *(Mapped Course Objectives 1, 2 & 3)*	Points
1. **Publishable Paper (1ˢᵗ Draft):** The extent to which you carefully and logically followed the format for developing a publishable paper as follows:	**/120**
Abstract (Synthesize Paper)	/10
Introduction (Research Question Introduced)	/5
Literature Review	/20
Theoretical Perspective (Guiding Theory)	/20
Synthesis of Theory and Research (Literature)	/20
Discussion (Unique Contributions/Thoughts)	/20
Conclusion (Summary of Article, Suggestions for Future Research/Thought**)**	/5
APA Format (Running Head, Headings, Spelling, Grammar, References)	/20
2. **Publishable Paper (2ⁿᵈ Draft**: The extent to which you followed the format for the publishable paper and the changes suggested by the instructor.	**/80**
Abstract	/5
Introduction	/5
Literature Review	/10
Theoretical Perspective	/10
Synthesis of Theory and Research	/10
Discussion	/10
Conclusion	/5
APA Format/Conforms to Journal Author Submission Guidelines	25
Total Points/Final Grade	**/200**

Paper/Presentation

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

<u>**Criteria for Grading this Assignment:**</u> **Parenting Paper** (100 PTS)

Paper Presentation Criteria for Grading (Print this page and turn it in to the instructor the day you present) *(Mapped Objectives 1, 2 & 3)*	Points

3. <u>**Paper Presentation:**</u> The extent to which you carefully and logically followed the format for presenting a research paper as follows:
          Introduction (Research Question Introduced)
          Literature Review and Handout
          Theoretical Perspective (Guiding Theory)
      Synthesis of Theory and Research (Literature)
        Discussion (Unique Contributions/Thoughts)
Conclusion (Summary of Article, Suggestions for Future Research/Thought**)**
   APA Format (Running Head, Abstract, Headings, Spelling, Grammar)
	/50
	/5
	/10
	/5
	/5
	/10
	/5
	/10

4. <u>**Evaluation of Paper Presentation**</u>: The extent to which you followed the format on the *Presentation Evaluation Form* and critically evaluated all class member's presentations (50 points).
                   Introduction
              Literature Review
           Theoretical Perspective
       Synthesis of Theory and Research
                Discussion
                Conclusion
               APA Format
	/50
	/5
	/10
	/5
	/5
	/10
	/5
	/10

Total Points/Final Grade	**/100**

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Youth and Family Relationships Presentation Evaluation Form   Date_____

Title of Paper Presentation Topic:

Name(s) of Presenter:

_____

1. Presenter(s) scores on the following:

___/5 **Introduction:** Introduced the presentation and research question in an engaging way —5 points

___/10 **Literature Review and Handout:** Presented relevant research on the topic (5 pts.); included a handout (5 pts.) for each class member and one for the instructor synthesizing the introduction, literature review, theoretical perspective, synthesis of the theoretical perspective, discussion, and conclusion—10 points

___/5 **Theoretical Perspective**: Clearly identified the theoretical lens through which the research topic was evaluated —5 points

___/5 **Synthesis of Theory and Research:** Critically examined the connections between both theory and research —5 points

___/10 **Discussion:** Introduced **unique** contributions and thinking that resulted from looking at this topic using the theoretical perspective and research literature cited.—10 points

___/5 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research in this research topic area —5 points

___/10 **APA Format:** APA format (e.g., spelling, grammar, headings, citations, etc.) used throughout the presentation and handout —10 points

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

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

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

Reviewer's Name: _____

COURSE SCHEDULE

WEEK/ Module	DATE	TOPIC *(Mapped Objectives 1-3)*	READINGS & ASSIGNMENTS *(Mapped Objectives 1-3)*
1	M 1/12	Introduction/Course Overview (Blogs, Paper and Presentation Examples, Introduce Labs)	**Reading #1: Syllabus-Quiz 1 (Canvas)**
Topic 1: Understanding Youth and Family Development			
2	T 1/20	• Theoretical and Policy Perspectives in Youth and Family	**Readings #2-Quiz 2 Blog Script 1 Due (First Draft)**
3	M 1/26	• Youth Development and the Family	**Readings #3-Quiz 3 Blog Script 1 Due (Final Draft)**
4	M 2/2	• Balancing Work and Family	**Readings #4-Quiz 4 Blog Script 3 Due**
Topic 2: Parenting and Family Life			
5	M 2/9	• Parenting Styles, Parent-Child Outcomes, Volatile and Difficult Parenting	**Readings #5-Quiz 5 Blog Script 4 Due)**
6	M 2/16	• Parenting Practices and Strategies • *Positive Parenting Lab Due (2/18 by 11:55 p.m.)*	**Readings #6-Quiz 6 Blog Script 5 Due** *Positive Parenting Lab Due-Canvas*
7	M 2/23	• Relationships with Peers and Siblings	**Readings #7-Quiz 7 Blog Script 6 Due Begin U-MET Lab**
8	M 3/2	• Parents as Partners – Healthy Couple/Marriage Relationships	**Readings #8-Quiz 8 Blog Script 7 Due**
	M 3/9	*U-MET Lab Due (3/13 by 11:55 p.m.)*	*U-MET Lab Due Canvas*
	3/14-3/22	SPRING BREAK	**Have Fun** ☺
Topic 3: Sociocultural Contexts of Youth and Family Development			
9	M 3/23	• Race, Ethnicity, Culture Spirituality, Religion in Youth and Families; Create a PowToon of Your Ancestry	**Readings #9-Quiz 9 Blog Script 8 Due**
10	M 3/30	• Family Structure, Intersectionality, LGBT Families and Parenting	**Readings #10-Quiz 10 Blog Script 9 Due Paper Due (First Draft Due)**
Topic 4: Prevention and Intervention in Youth and Family Relationships			
11	M 4/6	• **Family Interventions:** • Adolescent Assets • Substance Use/Conduct Problems • Bullying/School Problems	**Readings #11-Quiz 11 Blog Script 10 Due Paper Returned**
12	M 4/13	• **Family Interventions:** • Depression, Anxiety, & Suicide • Sexuality and Sexual Activity	**Readings #12-Quiz 12 Blog Script 11 Due Paper Due (Final Draft)**
13	M 4/20	• Final Paper Presentations Due (in Canvas) Using Voice Thread (see tutorial in Canvas)	**Due by 11:55 p.m.**
14	M 4/22	• Final Paper Evaluations Due	**Due by 11:55 p.m.**

UNIVERSITY POLICIES

Grades and Grade Points

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Academic Policies and Resources
Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources
Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF. Please contact UMatterWeCare for additional and immediate support.

Software Use
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.

Privacy and Accessibility Policies
- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Services for Students with Disabilities
Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. 001 Reid Hall, 352-392-8565, https://disability.ufl.edu

Technical Support
UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ 352-392-4357

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.

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

Colloquialism	Alternative
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 hindsight
Before my eyes	Observed firsthand
Shut her down	Interrupt

Grammar: Things to Remember Compiled by Dr. L. Forthun

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. *They're* is a contraction for *they are*. *There* refers to a location. *Their* is a possessive pronoun.	**There** study found that… **They're** research design was… **Their** professors at the University of Florida.	**Their** study found that… **They're** professors at the University of Florida. They teach classes **there**.
Your, You're. *Your* is possessive. *You're* a contraction for *you are*.	**Your** never going to believe what we found.	**You're** never going to believe what we found.
Who, Which, & That. *Who* refers to people. *That* and *Which* 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. *Past* vs. *present* tense	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. 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.

<u>APA (7th ed.): Top Things to Remember</u>
Compiled by Brian Visconti & Dr. V.W. Harris

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 7th 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 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. ***Note: Quotes of 40+ words should be used rarely!***

> 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).

5. Multiple Author Citations. When citing an article with one or two authors, you must write their names every time. Never use "et al." for only two authors. To cite 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 comma is always placed between "et al." and the year.

6. Use of the Ampersand (&). When referencing authors in the text, you must write "and" for multiple authors like so: "Gutter, Garrison, and Copur (2010) found that…", 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.

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:

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/yyyyy

9. 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/

Best Practices in Writing

10 Proven Steps for Writing a Winning Paper – Victor W. Harris
Step 1: Decide on a Topic
Step 2: Look at the Criteria/Requirements (Journal, etc.)
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
Good luck and Good writing!