

YOUTH AND FAMILY RELATIONSHIPS

FYC 6105 | SPRING 2024 | 3 CREDITS

“WHEN SOMEONE SHOWS YOU WHO THEY
ARE, BELIEVE THEM THE FIRST TIME.”

~MAYA ANGELOU



INSTRUCTOR:

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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 “Files” on the Canvas course webpage; subfolder “Readings.” A list of readings is also attached to the end of the syllabus.

Week 1: Readings #1: Syllabus

Week 2: Readings #2

- Reading 2a: Harris, V.W. (2012). [Using research, theory, and context to understand work-family integration](#). In M. A. Laudi (Ed.), *Managing diversity in today's workplace* (4 Volumes). Santa Barbara, CA: Praeger, Vol. 2, pp. 207-229.
- Readings 2b: 1) [Family Systems Theory](#)
2) [Encyclopedia of Family Studies \(Links to an external site.\)](#)
- Reading 2c: Fitzpatrick, J., & Kostina-Ritchey (2014). [Romantic/Marital, parenting, and familial relationship policies in the US](#). In R. Mihaela (Ed.), *Handbook of family policies across the globe* (pp. 373-387). New York: Springer.

Week 3: Readings #3

- Reading 3a: [CDC's Developmental Milestones \(Links to an external site.\)](#)
- Reading 3b: Noller, P. & Atkin, S. (2015). Family environment and adolescent development. In [Family Life in Adolescence](#) (pp. 34-66). Berlin: De Gruyter Open.

Week 4: Readings #4

- Reading 4a: Welch, K.J. (2012). [Family life and work: A balancing act](#). In *Family Life Now*. New York: Pearson, pp. 387-421.
- Reading 4b: Bianchi, S. M. and Milkie, M. A. (2010), [Work and Family Research in the First Decade of the 21st Century](#). *Journal of Marriage and Family*, 72, 705–725.

Week 5: Readings #5

- Reading 5a: Welch, K.J. (2010). [Parenting life now](#) (Ch. 11). In Family Life Now (2nd). Boston: Allyn & Bacon, pp. 353-385.
- Reading 5b: Bigner, J.J. (2010). [Parent-child relations in high-risk families](#) (Ch. 15). In Parent-Child Relations (8th). Upper Saddle River, NJ: Merrill, pp. 328-344.
- Reading 5c: Boeldt et al. (2012). [The association between positive parenting and externalizing behaviour](#). *Infant and Child Development*, 21, 85-106.
- Reading 5d: Chronic Neglect and Accumulation of Harm
 - Missouri Department of Social Services. Neese, P. (2010, June 16). [Memorandum](#).

Week 6: Readings #6

- Reading 6a: McKee et al. (2007). Harsh discipline and child problem behaviors: The roles of positive parenting and gender, *Journal of Family Violence*, 22, 187- 196. Retrieved from https://www.researchgate.net/publication/227312033_Harsh_Discipline_and_Child_Problem_Behaviors_The_Roles_of_Positive_Parenting_and_Gender (Links to an external site.)
- Reading 6b: United Nations Office of Drugs and Crime (n.d.). Compilation of evidence-based family skills training programmes, pp. 1-128. Retrieved October 1, 2016 from <http://www.unodc.org/unodc/en/prevention/familyskillstraining.html> (Links to an external site.)
 - Choose any two programs and compare and contrast their target groups, sessions (number, length, interval), content, and outcomes (effectiveness). [Note: You will be asked to list these comparisons on this week's quiz]
- Complete the [Positive Behavioral Management Skills Parenting Lab](#)

Week 7: Readings #7

- Reading 7a: Feinberg, M.E., Solmeyer, A.R., & McHalle, S.M. (2012). [The third rail of family systems: Sibling relationships, mental and behavioral health, and preventative intervention in childhood and adolescence](#). *Clinical Child and Family Psychology Review*, 15, 43-57.
- Reading 7b: Way, N., & Silverman, L.R. (2012). [The quality of friendship during adolescence: Patterns across context, culture, and age](#). In P.K. Kerig, M.S. Schulz, & S.T. Hauser (Eds.). *Adolescence and beyond: Family processes and development* (pp.91-112). New York: Oxford University Press.

Week 8: Readings #8

- Reading 8a: Gottman, J.M., & Notarius, C.I. (2000). [Decade review: Observing marital interaction](#). *Journal of Marriage and Family*, 62: 927-947.
- Reading 8b: [Fincham, F.D., & Beach, S.R.H. \(2010, June\). Marriage in the new millennium: A decade in review. Journal of Marriage and Family, 72: 630-649](#) (Links to an external site.)
- Reading 8c: [Kohm, L.M., & Toberty, R.K. \(2012\). A fifty-state survey of the cost of family fragmentation, Regent University Law Review, 25 \(25\), 25-88.](#) (Links to an external site.) [Note: Skim this article and focus on Tables A-D]

Week 9: Readings #9

- Reading 9a: Couce, A.M. & Domenech-Rodriguez, M. (2002). [Latino families: Myths and realities](#). In J.M. Contreras, K.A. Kearns, & A.M. Neal-Barnett (Eds.), *Latino children and families in the United States* (pp. 3-25). Westport, CT: Praeger Publishers.
- Reading 9b: Mcadoo, H.P. (2001). [Parent and Child Relationships in African American Families](#). In N.B. Web (Ed.), *Culturally diverse parent-child and family relationships* (pp. 89-105). New York: Columbia University Press.

- Reading 9c: Van Campen, K. S., & Russell, S. T. (2010). [Cultural differences in parenting practices: What Asian American families can teach us](#) (Frances McClelland Institute for Children, Youth, and Families ResearchLink, Vol. 2, No. 1). Tucson, AZ: The University of Arizona.
- Reading 9d: Lippman, L.H., & McIntosh, H. (2010). [The demographics of spirituality and religiosity among youth: International and U.S. patterns. \(Links to an external site.\)](#)
- Reading 9e: Boyatzis, C.J., Dollahite, D.C., & Marks, L.D. (2006). [The family as a context for religious and spiritual development in children and youth.](#) In E.C. Roehlkepartain, P.E. King, L. Wagner, & P.L. Benson (Eds.), *The handbook of spiritual development in childhood and adolescence* (pp, 297-309). Thousand Oaks, CA: Sage Publications.

Week 10: Readings #10

- Reading 10a: Harvey, J.H., & Fine, M.A. (2004). [Children of divorce: Stories of loss and growth](#) (pp. 6-17). Mahwah, NJ: Lawrence Erlbaum Associates.
- Reading 10b: Cole, E. (2009). [Intersectionality and research in psychology. \(Links to an external site.\)](#) *American Psychologist*, 64(3), 170-180.
- Reading 10c: Patterson, C.J. (2005). [Lesbian and gay parenting \(pp. 1-37\). \(Links to an external site.\)](#) Washington, DC: American Psychological Association.

Week 11: Readings #11

- Reading 11a: [40 Developmental Assets \(Links to an external site.\)](#)
- Reading 11b: Google *Conduct Disorder and Oppositional Defiant Disorder*.
- Reading 11c: The National Center on Addiction and Substance Abuse at Columbia University (2005). [Family matters: Substance abuse and the American family, A CASA white paper \(Links to an external site.\)](#) (pp. 1-22). New York: CASA.
- Reading 11d: National Institute on Drug Abuse (2012, October). *Family checkup: Positive parenting prevents drug abuse*. Washington, D.C.: NIDA. Retrieved from: <http://www.drugabuse.gov/family-checkup> (Links to an external site.).
- Reading 11e: Stopbullying.gov (n.d.). [User guide: Roles of parents and caregivers in bullying prevention \(Links to an external site.\)](#). Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/> (Links to an external site.).
- Reading 11e: Stopbullying.gov (n.d.). [Misdirections in bullying prevention and intervention \(Links to an external site.\)](#). (Links to an external site.) Washington, D.C.: U.S. Department of Health and Human Services. Retrieved from: <http://www.stopbullying.gov/prevention/training-center/> (Links to an external site.).

Week 12: Readings #12

- Reading 12a: Society for the Prevention of Teen Suicide (Producer) (n.d.). [Not my kid: What every parent should know video \(Links to an external site.\)](#). Freehold, NJ. Smith, M., & Segal, J. (2015)
- Reading 12b: [Parent's Guide to Teen Depression \(Links to an external site.\)](#). Retrieved from Helpguide.org.
- Reading 12c: [Explore Anxiety \(Links to an external site.\)](#). Retrieved from Helpguide.org.
- Reading 12d: Kim, C.C. (2008). [Teen Sex: The Parent Factor \(Links to an external site.\)](#). Retrieved from The Heritage Foundation.

Week 13-15: None

Grades will be based upon the following:

Components	Points
12 Quizzes (15 Pts. Ea. - Drop 2)	150
11 SMARTCouples.org Blogs (15 Pts. Ea. - Drop 1)	150
2 Labs (Lab 1: 25 pts.; Lab 2: 75 pts.)	100
1 Youth and Family Relationships (YFR) Paper (1 st Draft -120 Pts.; 2 nd 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 journal article]
3. Use the examples located in smartcouples.org to construct your blog.
4. Fill in the body of the blog script with no more than 1000 words:
 - a. Introduction (1 paragraph). You will need to provide an attention-grabbing introduction that engages the audience.
 - b. Body (2-6 paragraphs). You will need to cite the study, explain the findings in brief, use layperson's terms, and apply the findings to real-world youth and family issues.
 - c. Conclusion (1 paragraph). You will need to tie the introduction and body of the blog script together and offer an insightful conclusion for readers.

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

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. One-Two Page Blog: 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. Proper Formatting: Punctuation, grammar, APA style, flow, Language. Follow criteria for grading; 1 hard copy; 1 electronic copy submitted.		/2
		/3
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: 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	/120
2. Publishable Paper (2nd Draft): The extent to which you followed the format for the publishable paper and the changes suggested by the instructor. 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	/80
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]**

Criteria for Grading this Assignment: 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. Paper Presentation: The extent to which you carefully and logically followed the format for presenting a research paper as follows:		/50
Introduction (Research Question Introduced)	/5	
Literature Review and Handout	/10	
Theoretical Perspective (Guiding Theory)	/5	
Synthesis of Theory and Research (Literature)	/5	
Discussion (Unique Contributions/Thoughts)	/10	
Conclusion (Summary of Article, Suggestions for Future Research/Thought)	/5	
APA Format (Running Head, Abstract, Headings, Spelling, Grammar)	/10	
4. Evaluation of Paper Presentation: The extent to which you followed the format on the <i>Presentation Evaluation Form</i> and critically evaluated all class member's presentations (50 points).		/50
Introduction	/5	
Literature Review	/10	
Theoretical Perspective	/5	
Synthesis of Theory and Research	/5	
Discussion	/10	
Conclusion	/5	
APA Format	/10	
Total Points/Final Grade		/100

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 1/8	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 1/15	•Theoretical and Policy Perspectives in Youth and Family	Readings #2-Quiz 2 Blog Script 1 Due (First Draft)
3	M 1/22	•Youth Development and the Family	Readings #3-Quiz 3 Blog Script 1 Due (Final Draft)
4	M 1/29	•Balancing Work and Family	Readings #4-Quiz 4 Blog Script 3 Due
Topic 2: Parenting and Family Life			
5	M 2/5	•Parenting Styles, Parent-Child Outcomes, Volatile and Difficult Parenting	Readings #5-Quiz 5 Blog Script 4 Due)
6	M 2/12	•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 2/19	•Relationships with Peers and Siblings	Readings #7-Quiz 7 Blog Script 6 Due Begin U-MET Lab
8	M 2/26	• Parents as Partners – Healthy Couple/Marriage Relationships	Readings #8-Quiz 8 Blog Script 7 Due
	3/4	U-MET Lab Due (3/10 by 11:55 p.m.)	U-MET Lab Due Canvas
	3/11-3/15	SPRING BREAK	Have Fun ☺
Topic 3: Sociocultural Contexts of Youth and Family Development			
9	M 3/18	•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 3/25	•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 4/1	• Family Interventions: •Adolescent Assets •Substance Use/Conduct Problems •Bullying/School Problems	Readings #11-Quiz 11 Blog Script 10 Due Paper Returned
12	M 4/8	• Family Interventions: •Depression, Anxiety, & Suicide •Sexuality and Sexual Activity	Readings #12-Quiz 12 Blog Script 11 Due Paper Due (Final Draft)
13	M 4/15	•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/>

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).

Attendance and Make-Up Work

Attendance 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/UGRD/academic-regulations/attendance-policies/>

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. 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'.**

(a) Cheating. A Student shall not use or attempt to use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another person or Entity* without the other person or Entity's express Consent or without proper attribution to the other person or Entity.

***Entity defined:** This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

Software Use Policy

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Digital Tools

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

Services for Students with Disabilities

The [Disability Resource Center](#) coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation: 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Computing Desk and Additional Help

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

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/

Academic Resources

- [E-learning technical support](#), 352-392-4357, or e-mail learning-support@ufl.edu.
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Student Complaints Campus](#)
- [Online Student Complaints](#)

Online 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/>.

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.

*IFAS uses IDEA (Inclusion, Diversity, Equity, and Accessibility), but can be confused with other acronyms.

WRITING ASSISTANCE

The University Writing Studio Compiled by Dr. L. Forthun

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
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	
Situation at hand	
Get over it	
Hold on to/let go of	
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. <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... 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. <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. 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 (7th ed.): Top Things to Remember
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/yyyy>

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!