

CONTEMPORARY FAMILY PROBLEMS & INTERVENTIONS

FYC 3112 | Spring 2024 | 3 CREDITS

Family Science: The Scientific Study of Families and Close Interpersonal Relationships

COURSE GOAL

The primary aim of this course is to answer the question, “How can we help families?” In order to answer this question, it will be important to understand the contemporary family, some of the stressors they face, how they manage and cope with stressors, how people change, and what resources are available to help families.

INSTRUCTOR:

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TEACHING ASSISTANT(S)

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OFFICE HOURS:

By appointment in-person or using Zoom

UNIVERSITY COURSE DESCRIPTION

This course focuses on the major social and family problems contemporary families face, including poverty, violence, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as social programs that help families withstand and overcome difficulties. This course emphasizes the role that societal systems play in constructing family problems.

COURSE INFORMATION

Online – Weekly Readings, Quizzes, Activities, Assignments

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.

COURSE OBJECTIVES

When you successfully complete this course, you will be able to:

1. Describe some of the most pressing challenges facing today's families and, by extension, society.

2. Realize the importance of culture, context, and bias—including your own—for family problems, strengths, and resilience.
3. Apply theories of family stress, coping, and resilience to case examples and to your own life; and explain the key processes that enable families to cope with strains, stressors, and hardships.
4. Define and compare types of family interventions and apply family interventions appropriately to family examples.
5. Develop relevant professional skills: Manage assignments to meet set deadlines; follow ethical guidelines; continue to develop writing skills; build critical thinking skills; advance communication and interpersonal skills; apply resilience skills for your own self-care.

COURSE REQUIREMENTS

Required Textbook:

Price, C.A., Bush, K.R., & Price, S.J. (2021). *Families & change: Coping with stressful events and transitions, Sixth edition*. Thousand Oaks, CA: Sage Publications.

Other Readings:

Supplemental reading assignments will be provided by the instructor through the class's Canvas site.

Streaming:

Movie/show clips from streaming services will be either shared in-class or will be part of online activities. If I assign a clip for an assignment and you are not able to attend class when I show a clip, or if the technology is spotty for streaming, you will be responsible for subscribing and watching the clips on your own.

Technology Requirements:

For this class, you will need access to a computer and sufficient wifi/data to stream. Please contact Dr. Harris if you are having trouble meeting these requirements.

Certified Family Life Education (CFLE):

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida's Certified Family Life Education (CFLE) Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. *See Dr. Harris or Dr. Duncan if you are interested in becoming a CFLE.*

COURSE EXPECTATIONS

1. **Attend lectures:** You are expected to attend lectures. During our in-person sessions, in addition to lectures, you will engage in discussions and have opportunities for participation and teaching. Attending each lecture ensures you will receive course content and are able to contribute to and learn from the experiences and viewpoints of others. If you must miss a class, please consult Canvas for that day and retrieve any notes you missed from a fellow student. On occasion, given specific circumstances, our class may meet via Zoom technology.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing course assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.

3. ***A NOTE ON AI*** Using AI tools such as, but not limited to, ChatGPT to create or assist in your written work is also considered a violation of working independently. There may be opportunities to use and explore AI tools in class, however, that will be the only allowed use of these tools. Any detection of using AI tools to complete assignments will also be referred on to the Dean of Students for academic dishonesty.
4. **Readings and effort:** You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week or each specific class period to get maximum benefit from the lectures. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
5. **Exams:** Missed exams and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email the instructor no later than 8 a.m. the morning of the test or presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.
 - a. Three exams will be administered throughout this course. All exams will be online, open-book, timed exams. If you need extra time, please present the instructor with an accommodation email/letter at the beginning of the semester so we can assign you extra time. The final exam will NOT be a comprehensive online exam. Exams will cover any readings, media, discussions of key concepts, speakers and notes, and all lecture notes within that unit. An exam review will be provided in class before each exam.
 - b. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within one week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams **ONLY** as a result of an incapacitating illness (i.e., you are not physically able to come to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of **ZERO**.
6. **Application Assignments:** Three assignments will be administered throughout the course as follows:
 - Application Paper #1: Family Problem Analysis (50 pts.)
 - Application Paper #2: Intervention Application (50 pts.)
 - Application Training #3: SMART Couples Relationship Training (100 pts.)

For Application Papers #1-2 (5-8 pages each), you will reflect on and apply what you are learning from readings and class material and apply it to a family problem and an intervention (see Canvas for details and rubrics). Application Training #3 will require your attendance

during four SMART Couples relationship training class periods (25 pts. per day; 100 pts. total).

7. **Online Activities & Lab:** Seven online activities (10 pts.) each will be administered throughout the semester. Five online activities (out of 7) will count toward your total points. The two lowest scores will be dropped, if you complete all 7 activities. No make-up work will be accepted. Complete the 9 Important Communication Skills for Talking about Money lab and upload the completion certificate in Canvas.
8. **Quizzes:** Quizzes will be administered covering all readings and media assigned for each specific day we will meet in class (see Canvas for details). Quizzes will be administered in-person typically during the first five minutes of almost every class period. At least thirteen quizzes will be randomly turned in throughout the semester. Your final quiz grade will include your top 10 quiz scores out of the 13 that are turned in (100 pts. total). No make-up quizzes will be administered except on a case-by-case basis as per UF policy. I recognize that there are days you will need to miss throughout the semester. I appreciate you letting me know when you are going to be gone, but don't worry about missing a class unless attendance is required that day (i.e., Application Training #3). You will be required to retrieve the notes for any day you miss from a classmate.
9. **Cooperative Learning:** Cooperative learning is student-centered and instructor-facilitated learning. Over the course of the semester, you will be required to teach the content for a specific topic from the readings to an assigned group of students (100 pts. total; see Course Outline, evaluation form, and rubric for details).
10. **Late work:** Typically, as noted above, quizzes will not be made up. I understand that things happen and may prevent you from meeting a deadline, despite your best efforts. Late assignments (i.e., Assignments #1 & 2) will not be accepted, except on a case-by-case basis. In such cases students will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. After this five-day period, I will have to say "So Sorry," meaning "I am sorry but I can no longer give you credit for this assignment." For Application Assignment #3, you must be in class during the training to receive credit (25 pts. per day – 100 pts total).
11. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. Longer writing assignments may require additional time. I am happy to go over all assignments/exams with you in an individual meeting.
12. **Communicating with the Instructor:** Please communicate with both me and our TAs through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both me and our TAs. Please note that either I or a TA will typically respond within 24 hours. Messages received after 5pm on weekdays will be responded to the following business day. Email sent Fridays after 4pm and during the weekend will be responded to on Monday.

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Cooperative Learning Presentation Evaluation Form

Date _____

Title of Presentation Topic:

Name of Presenter:

1. Presenters scores on the following:

___/5 **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 Your Attention!**)
—5 points

___/10 **Information:** Presented the content well while including insightful perspectives on the readings—10 points

___/10 **Interaction:** Asked questions that facilitated good discussion and engaged the group during the presentation (i.e., They didn't just lecture, talk the whole time, or present the information in a stand-and-deliver format)—10 points

___/10 **Application:** Applied the information to group members' lives personally and as practitioners in a professional manner; offered specific ways we can work with designated target audiences; 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

___/5 **Conclusions:** Synthesized the information well; reviewed what was taught; offered implications and invitations for future ways you can successfully work with these target audiences—5 points

___/10 **Handout:** A handout was provided for each member of the group and one for Dr. Harris which was coordinated with the presentation content, included interactive and engaging activities, and was visually pleasing—10 points

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

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

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

4. **For Presenters Only:** Did everyone in the group attend, participate in the discussion, complete any handout activities, etc.? Points will be awarded or deducted based upon this evaluation. Please explain.

Reviewer's Name: _____

COURSE CALENDAR (Zoom Link: ufl.zoom.us/my/victorwharris)

Note: The instructor reserves the right to correct or adjust the syllabus and calendar.

Topics	M	W	F
Unit 1: Understanding Family Theories, Stress, and Interventions			Asynchronous Activities
Week 1: (1/8-1/12) Course Introduction & Changing Families	Syllabus/Get Acquainted	The Changing Family	Online Activity #1 Due
Week 2: (1/15-1/19) Family Systems & Stress Theories & Coping	Holiday (No Class)	Ch. 1, Ch. 2	Reading, Ch. 3 (in-class)
Week 3: (1/22-1/26) Family Context & Inequalities	Ch. 6 (Guest Speaker)	Ch. 12	Online Activity #2 Due
Week 4: (1/29-2/2) Family Interventions & Resilience	Readings (Canvas)	Readings (Canvas)	Online Activity #3 Due <i>Begin Assign. #1</i>
Week 5: (2/5-2/9) Family Stress: Parents & Stepfamilies	Ch. 9 Teaching 1	Ch. 4 Exam Review	Exam #1 8 a.m. Fri. - 11:55 p.m. Sun.
Unit 2: Contemporary Issues of Poverty, Violence, & Health			
Week 6: (2/12-2/16) Economic Disparities & Families	Ch. 11 Teaching 2	Readings: (Canvas)	<i>Assign. #1 Due</i> Begin 9 Skills Lab
Week 7: (2/19-2/23) Adverse Childhood Experiences & Violence	Ch. 16 Teaching 3	Ch. 14	<i>Begin Assign. #2</i>
Week 8: (2/26-3/1) Families Coping with Physical & Mental Health Issues	Ch. 17 Teaching 4	Ch. 18	9 Skills Lab Due
Week 9: (3/4-3/8) Families Coping with Substance Issues & Disabilities	Ch. 19 Teaching 5	Ch. 5 Exam Review	Exam #2 8 a.m. Fri. - 11:55 p.m. Sun.
Unit 3: Contemporary Issues of Immigration, Aging, & Relationships			
Week 10: (3/18-3/22) Immigration & International Crises	Ch. 10 Teaching 6	Ch. 10 (cont.)	Online Activity #4 Due <i>Assign. #2 Due</i>
Week 11: (3/25-3/29) Coping with Aging	Ch. 7 Teaching 7	Ch. 7 (cont.)	Online Activity #5 Due
Week 12: (4/1-4/5) Coping with Death & Dying Well	Ch. 20 Teaching 8	Ch. 20 (cont.)	Online Activity #6 Due
Week 13: (4/8-4/12) Coping with Divorce/Violence/ Transitions	Ch. 8, 15	Ch. 13 (Canvas)	Online Activity #7 Due
Week 14: (4/15-4/19) SMART Relationship Training	Assign. #3 Training	Assign. #3 Training	Assign. #3 Training in-class
Week 15: (4/22-4/24) SMART Relationship Training (cont.) & Course Wrap-Up	Assign. #3 Training Exam Review	Exam #3 8 a.m. Tues. - 11:55 p.m. Wed.	

ASSIGNMENTS AND GRADING

Breakdown of points:	
3 Exams: (3 @ 100 pts each)	300
3 Assignments: Application Papers #1-2: (2 @50 pts. each) Application #3: SMART Couples Training (25 pts. each session [4 sessions] – 100 pts. Total)	200
Online Activities: 5 highest scores out of 7 (5 @10 each)	50
Quizzes: 10 highest scores out of 13 (10 @10 each)	100
Cooperative Learning: 1) Teaching Presentation (50 pts.) Participation (50 pts./# of presenters each)	100
Lab: 9 Communication Skills for Talking about Money	50
Total	800

GRADES AND GRADE POINTS

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

GRADING SCALE

Percentage	Points	Grade
93 & Above	740 & above	A
90-92	716-739	A-
87-89	692-715	B+
83-86	660-691	B
80-82	636-659	B-
77-79	612-635	C+
73-76	580-611	C
70-72	556-579	C-
67-69	532-555	D+
63-66	500-531	D
60-62	476-499	D-
<60	475 & below	E

OTHER INFORMATION

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.

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

Excused Absences and Make Up Work

Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Harris via Canvas—preferably, email, or in person) prior to or immediately after your absence.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or

laboratory. You can request reinstatement on a space—available basis if you present documented evidence.”

OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

Academic Honesty

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

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 by abiding by the Student Honor Code. On all work submitted for credit by Students 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.”*

Undergraduate Honors and McNair Program

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first three weeks of the semester. Check out: <https://fycs.ifas.ufl.edu/undergraduate/undergraduate-honors/>. Students interested in graduate school from underrepresented backgrounds (e.g., low income/first generation) are encouraged to look into the McNair Scholars Program: <http://mcnair.ua.ufl.edu/>

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.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being 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.

- *UMatter, We care* <https://care.dso.ufl.edu/>
- *University Counseling & Wellness Center, 3190 Radio Road, 352---392---1575,*
- *W*www.counseling.ufl.edu/cwc/ Counseling Services, Groups and Workshops,
- Outreach and Consultation, Self-Help Library Training Programs, Community Provider Database
- *Career Resource Center, First Floor JWRU, 392---1601, www.crc.ufl.edu/*

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>

Writing Assistance

The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the WritingStudio, 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/>.

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

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

Common Colloquialisms

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible. Avoid using: At the end of the day...I'm not saying...The fact that...; Due to the fact that...By and large... In no way...

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

A handful of. . . **Three, four, five, etc. (be specific)**

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

Grammar: Things to Remember

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

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

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

Other common errors:

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

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

APA 7th 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 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 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/>