

Copyediting Exercise 2: Families and School Outcomes

The following passage is an excerpt from an intermediate-level sociology textbook. Copyedit it as you see fit, using correct markup symbols. You may want to make a style sheet to keep track of your decisions.

Families and School Outcomes

Research from scholars in the field of education foundations has consistently shown a link between schooling outcomes and “parenting styles”. Children tend to achieve superior schooling outcomes if their parents display a more “authoritative” parenting style as opposed to an “authoritarian” or “permissive” style. The way an authoritative style is characterized is by responsiveness and warmth and a careful monitoring of children’s behaviour, whereas authoritarian parents tend to be over-demanding, less flexible, and lacking responsiveness and warmth. Permissive parents tend to be overly indulgent as parents, and set few limits on children’s behaviors. In this chapter examines whether the relationship between children’s outcomes and SES is mediated

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by differences in parenting styles. Our analysis goes beyond previous research in this field by examining in the specific, distinct ways that different dimensions of socioeconomic status are related to parenting styles and schooling outcomes.

Behavioural, emotional or psychological disturbances are displayed by a significant proportion of Canadian children, which are sufficiently serious to warrant concern for their current functioning and future developmental health. In order to guide policy and practise intended to address these problems, it is important that a better understanding of the sources of these developmental disturbances be developed by teachers, principals and educational policy makers. We have drawn from data describing the sample of 3 and 4 year olds (preschoolers) and 12 and 13 year-olds (students in grade seven at the time of survey) to investigate the role

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of parenting especially as it relates to the effects of SES on behavioral disorders during childhood. [...]

A cliché of Canadians' modern life is "spending quality time" with one's children. Do some children succeed, despite social and economic difficulties, mainly because their parents are more engaged in their lives. Is there really such a thing as "quality" time, or is it simply a question of the amount of hours that parents are engaged in play or school activities or non-work with their children? Our conclusions at the end of this chapter addresses questions concerning parental involvement as a mediating factor between socio-economic status and child outcomes and takes on some of the thorny issues involved in balancing work and family life. [...]

These findings are likely going to be of particular interest to mothers and father as well as the policy community, as they confront

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some of our perceptions about the way in which children's outcomes are influenced by family income and social class. It is a comfortable lie our society perpetuates that schools are social elevators and social equalizers, when in fact our data show that SES is in fact fixed and stable over generations and schooling in isolation has little or no influence on children's lifetime SES outcomes.

450 words

Time required for you to work through your first pass: _____