PAPERS OPTION
PSYCHOLOGY 310, Fall 2009
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FALL 2009 Furloughs: Due to the state budget situation and the vote of the CSUB faculty for voluntary furloughs and pay cuts in order to save jobs, the extent of this assignment has been reduced.

Assignment:

You will write a term paper with a focus on one of the listed topics in child development. Your term paper will go beyond text coverage to show recent empirical research or literature reviews that help **describe children's typical development across childhood**, from birth to age twenty.

Choose one of the following topics:

Longitudinal findings about temperament and its correlates

Longitudinal findings about attachment (attachment style) and its correlates

Longitudinal outcomes of early (infancy to age 6) interventions with high-risk children

Longitudinal stability/plasticity of intelligence

Interventions in health and fitness across childhood

Development of ethnic identity

Appropriate and effective sexuality education at home and in school, across childhood

Development of healthy gender roles across childhood

Competent fathering across childhood

Developmental correlates of children being raised by grandparents

Sibling's effects on children's development (G. H. Brody, e.g.)

Autonomy-supportive (versus controlling) parenting across childhood (use Wendy Grolnick, "Psychology of parental control" as your first source)

Developmental risks of materialism/affluence (S. S. Luthar, e.g.)

PROJECT, Part One, due Oct. 20 (discussion Oct. 15)

By Oct. 20 you will have chosen a topic, located references, and written your introduction. (You must bring the typed introduction as documentation about your project to the discussion Oct. 15 in order to receive full credit.)

You should have the following sections in what you hand in Oct. 20:

(1) the title (not a separate cover page)

(2) the full narrative introduction for your paper (max. one page) Be sure to clearly indicate your topic. End your introduction by stating the specific plan of your paper. Be very clear in the plan of your paper to state the ways in which you are going beyond coverage that is already in the text (if any) and what themes you will be covering. Include any appropriate citation of references.

(3) your reference list (minimum of 8 academic sources with complete reference information), with a **one paragraph statement for each reference**, written by you (not the published abstract), highlighting relevant information you will use in the paper.

PROJECT, Part Two, due Nov. 19 (discussion Nov. 10)

By Nov. 19 you will have finished your paper. (You must bring a typed narrative page (not your introduction) to the discussion Nov. 10 to receive full credit for the discussion.)

You should have an appropriate title at the beginning of your narrative (do not use a separate cover page).

Your paper should be a **minimum of eight full pages of narrative (total not including reference page)**, and you should also have a reference page. Your paper's narrative should have the following sections:

- **An introduction (limit one page)--** Edit your first draft.
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    Narrative body (six or more full pages)--The paper should address your <u>expanded</u> understanding of this area of development. You need to be stating the ways in which you are going beyond the information in the text. You should not just be listing and summarizing references one by one--this is supposed to be a discussion. You should be very clearly using your reference information to describe age-related development over time. Your writing should show your understanding ("deep processing"). Types of expansion beyond text coverage include provision of more detail about development than the text supplies, information about development that challenges or contradicts what is in the text, or historical considerations about how development in this topic area has been measured or

viewed by academics.

You need to be very clear, in your writing, about what the basis of the information is—is a statement based upon empirical findings by that author published in that article, based upon the author's conclusions from research, based upon the author's understanding of others' research (use correct secondary citation of sources) such as a literature review, based upon an academic opinion of the author, or is it your own understanding (based upon the sources)? For example, if you wrote that "Peers help each other develop language" what is the basis for that claim?

- **Conclusion (limit one page)--**Your conclusion should re-visit this topic in light of your expanded understanding. What do you now know about this area of children's development that you did not know from the text alone?

  References—minimum of eight academic references--APA or MLA style (give complete information for each, including on-line site addresses for academic references obtained on-line)

Along with your paper, **hand in a copy of the article or chapter** to which you referred most extensively. I will use this article as one way to check for plagiarism.

Also **hand in the first portion of this project with my comments on it** so that I can check to see how well you used my feedback.

What to look for in references

Your aim is to go **beyond what is in the text** in a further discussion of what **academic researchers** have found out about that area. Most of you should have a current focus, with up-to-date information (2001-present). A few of you may choose to expand an issue by doing a paper with an explicit historic focus. Do not use any texts, other than minor reference to Santrock for basic information (Santrock is not counted as one of the 8 minimum references).

Examples of journals you should be using include *Child Development, Developmental Psychology, Adolescence, Journal of Marriage and Family, Journal of Educational Psychology, Journal of Youth and Adolescence, Early Childhood Research Quarterly, Journal of Social Issues, Psychological Bulletin, Journal of Personality and Social Psychology,* and *Journal of Social and Personal Relationships.* Other academic/professional psychology journals may also be appropriate. *Parent Magazine, Time, Newsweek,* etc. are **not** appropriate, nor are general WWW sites (including Wikepedia or on-line psychology courses), nor are professional newsletters or "notes" of one or two pages in journals, nor are DAI (*Dissertation Abstracts International*) items. Do not include "popular" or "trade" magazines. If you are not sure whether a source is academic or "pop", **ask.**

Depending on your area, professional/academic journals outside of psychology may be

relevant (e.g., education or social policy journals).

If you use a book, it should be recent (2001 onward) and academic (not "pop"). Go easy on books (most are dated), and if you do use a book you must be clear about which sections of the book you are using. Do not use "popular" books.

Do not use Internet sources without my approval--few are usable for this assignment. You should not be doing this assignment by merely cruising the Net. Do not use online lectures from other universities as references.

Grading:

Papers are due Oct. 20 and Nov. 19, the first worth 10% of the course grade and the second worth 26%. Attendance is required on those dates, and on discussion dates for the projects (Oct. 15 and Nov. 10). Missing a discussion results in a 10-20% deduction. Coming to discussion without typed documentation of adequate preparation is penalized.

The Papers option calls for at least 30 hours of work. Library research and readings, writing drafts, and typing count as hours.

The papers will be graded using criteria of thoroughness, thoughtfulness, clarity, and conformance with APA referencing style (or other academic reference style such as MLA). You must avoid plagiarizing. This involves: 1) being very clear about what information originates with you and what originates with others (citing references in your introduction and narrative for information not originating with you), 2) using correct quotation format for **any** exact wording used, with reference and page given, and 3) summarizing and discussing information without "lifting" either exact words or even close wording and sentence structures. **See the handout about plagiarism on my homepage for examples of what to avoid.**

"A" is earned by having an outstanding paper that follows all of the guidelines given above, shows understanding of the topic, and is well-written. Grades in the "B" range are earned by work that is competent. Grades in the "C" range fulfill the basic requirements but do not show much "deep processing" or understanding of the topic, and have problems with clarity or writing. Grades of below "C" are earned when papers represent little effort, do not meet criteria for number of references or length, are disorganized and confusing, summarize rather than analyze or expand, use "pop" references rather than academic sources, are full of writing errors, or do not conform to APA or MLA style guidelines in handling references.

Papers that are plagiarized receive an "F" (zero). Plagiarism consists of any instance of using others' ideas and/or words as if they are your own, and is a form of cheating (academic dishonesty). Plagiarism can include not crediting a source of information, direct quoting of two or more consecutive words without correct crediting of the source or use of quotation marks, paraphrasing (changing just a few words) even when the source is given general credit, "borrowing" headers, and "borrowing" sentence structure. Plagiarism can include improper use of information from the text or its glossary or any written source. **Any quantity** of plagiarized material makes the paper a plagiarized paper. **My homepage contains a handout that can help you understand how to avoid plagiarism.** Plagiarism is reported to the campus administration.

Note: While I very strictly enforce plagiarism guidelines, a paper that is stuffed with direct quotations is a poorly written paper, even if quotations are in the correct format, because this shows zero understanding of the topic. Direct quotations should be rare (two or three per paper?), and chosen because the original wording is wonderful, so that you can highlight an important point.