Part 1: Teaching

Assessment of Strengths and Weaknesses

The primary strength of my teaching is that my students can feel my enthusiasm about the topic of adolescent development. They can tell I am well-prepared and that I have a strong understanding of the content. I constantly provide students examples of how I apply the theories, concepts, or principles into my daily life and then invite them to do the same in class discussions. I am aware of my strong Chinese/Taiwanese accent; therefore, I have provided students detailed slides on learning suite for them to follow. I also pause to check with the students to see whether they understand and whether I am going too fast for them. I am open to making adjustments for my students to assist them in succeeding in the class. For example, my students told me that they prefer figures and other media rather than words to comprehend the new concepts, so I put forth the effort to make this happen.

One weakness constantly brought to my attention is that my students want more guidelines for writing assignments. They tend to feel that my explanations for the assignments are vague though I thought that by doing so it gave them room for creativity. I have asked my mentor to show me what he has included in his guidelines. I then used his examples to guide me for revising my assignment guidelines.

There are a couple of students who mentioned in their comments in the final student rating that they felt like the material I covered in class was too easy for them. On the other hand, when my colleague came to observe my class, she told me that there was about 10% of the material that was very difficult. This discrepancy can be that my students did not pay closer attention to new and additional information I provided in class because they did not have the habits to take notes. I also read the syllabus of SFL 210, and identified the overlapping topics. Accordingly, I have added more cultural perspectives in lectures and planned to address specific research methods and corresponding analytical procedures in studying adolescent development.
Because I want to do well as a teacher, sometimes I am too focused on being liked and getting approval over having my own teaching philosophy and practices that I know reflect my best self as an instructor. One of my goals in the next few semesters is to clarify and become more comfortable in my teaching philosophy and approach rather than being subject to the whims of a particular class, a disappointed student or evaluation. I hope to more effectively learn my own philosophy and approach by visiting the classes of other teachers and having them visit my class. While I will always attend to frustrations that students have in my classes I will not let a few students unduly influence me to feel poorly about my performance or made drastic changes in the middle of a semester.

I would like to find the balance between appropriate rigor and guidance for students. Currently my GPAs are inflated and I think with appropriate attention to clarifying what I want students to learn and how I am going to effectively evaluate what they have learned I can find a better balance and appropriately reward high performing students.

Below I have listed more specific goals relevant to my teaching area.

Short-term goals

1. Create specific grading rubric for each assignment. Most of my students like to have specific rubric for guiding their writing. I would like to use grading rubrics to help maintain a balance between appropriate rigor and guidance for students.

2. Modify my lectures with foci of cultural perspectives as well as advanced research methods and analysis in adolescent development.

3. Provide semi-complete lecture slides. Previously my students have had access to full slides from my lectures and so they did not need to copy each word in my slides. I did this with hopes of getting their full attention by doing so. However, it appears to be that they did not take notes in class and assumed every word I said in class was in the slides. For this new semester, I deleted key-words in my slides so my students need to follow me closely in class in order to fill in the blanks.

4. Engage student discussions through i-clicker questions. I sometimes find it is hard to get my students to talk even they told me that they really want to hear their peers’ thoughts. So by showing the results from polling, students can see their peers’ responses and comments.
5. Motivate students to read the additional readings (one research article per month) by asking them to summarize and state the take home message. I provide additional readings that the textbook does not cover. I understand that students might prefer certain topics over others, so I provide them with choices to summarize the ones that they enjoy the most. Each research article has certain level of difficulty and I hope this will serve students who would like to have more challenging materials.

Long-term goals

1. I like to be well-prepared and to make sure my grading of assignments is accurate so I spend far more time preparing lectures and grading assignments than is reasonable and the end result is that I try to cram too much material in the lectures and I do not get to my scholarship as much as I want to. I will learn to more effectively manage my anxiety and my time so that I have an amount of material that can be covered in my classes without rushing students.

2. As my classes increase in size and number I need to be able to better balance the demands of teaching with the grading responsibilities. I hope to improve my ability to train effective TAs so they can more consistently help me in my grading efforts and provide better assistant to students.

3. Clarify and become more comfortable following my teaching philosophy and approach rather than being subject to a particular class or a few students.

4. Work on improving English pronunciations. I have a hard time distinguishing between short and long vowels, such as “pepper” vs. “paper”; “pick” vs. “peek”. I have a tendency to speak really fast when I get excited about the topics, and so I will need to slow down to pronounce each word better.

Part 2: Scholarship

Assessment of Strengths and Weaknesses

The foundation of my research builds on multiple disciplines including education, sociology, epidemiology, as well as family and human development. This fertilizes my research work with concepts, theories, and methodologies across disciplines. My general research goals are to promote positive human development by exploring contextual factors (e.g., culture) that
contribute to normative adolescent development (e.g., identity formation, autonomy) as well as problem behaviors (e.g., internalizing and externalizing problems). In addition to my research agenda, I also collaborate with senior scholars who have similar interests in studying individual health behaviors and facilitating positive developmental outcomes. This allows me to practice my expertise in advanced methods and also to have a deeper foundation in the field of developmental science and socio-epidemiology.

I have strong methodological skills but sometimes I can get bogged down in overanalyzing my data. Consequently I want to improve my theoretical and presentation skills to match my methodology skills by cooperating with senior faculty and learning from them.

Below I have listed more specific goals relevant to my research area.

Short-term goals

1. Analyzing data within the hypothesize frameworks. Document what has been done before moving to the next step.
2. Establish a daily writing habit in addition to write for large blocks of time. I will schedule daily writing time. I will also work outside my office when I am ready to write up the manuscript.
3. Participate in statistic/methodological workshop to learn new analytical skills.
4. Collaborate with colleagues within the university with similar research interest in promoting positive adolescent/emerging adult development.
5. Submit at least one conference proposal per year.
6. Publish two first author articles and two non-first author articles per year.

Long-term goals

1. Establish a research agenda with more focused lines of inquiry; limited the amount of work for serving as a primary statistician.
2. Start a “cultural comparison” study among adolescents and/or emerging adults in the school of family life.
   a. Describe the differential cultural component
   b. Demonstrate cultural validity of measures
c. Determine how differential values contribute to normative development among adolescents and/or emerging adults outside U.S.

3. Collaborate with scholars outside the university with similar research interest in assessing effect of cultures on family and human development.

**Part 3: Citizenship**

In the area of citizenship, I hope to accomplish the following goals.

1. Attend faculties meetings to collect information about departmental, college, and university priorities.
2. Spend about an hour networking with colleagues at least per month.
3. Serve on committees where requested.
4. Serve as a reviewer for journals in adolescent development field; at least two articles a year.

**Part 4: Relationships between goals and university regulations**

I support the University’s ultimate goal: to assist individuals in their quest for perfection and eternal life. My goals describes above align with the university’s academic mission. Additionally, I look for opportunities to assist students applying knowledge as well as skills they gain in class to their daily life. I hope my students will leave my classes with positive (coping) strategies and an increased passion for facilitating normative family and human development of themselves or fellowmen.

**Part 5: Resources needed**

The School of Family Life and the College of FHSS has been very generous in supporting my research and teaching activities. To achieve the above goals, the resources I will continue to require are:

1. Continued support of mentor and colleagues in the school
2. Financial support for faculty editing service
3. Financial support to attend conferences and statistics workshops
4. Financial support to update computer software, specifically statistical software
5. Teaching assistants
6. Research assistants
SFL 333 *Adolescent Development in the Family and Other Social Contexts*

Spring Semester 2014, Section 001

**Instructor:**

**Office Phone:**

**Office Location:**

**Office Hours:**

**Email:**

**Required Materials:**

<table>
<thead>
<tr>
<th>Image</th>
<th>Item</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Adolescence Required" /></td>
<td>Adolescence Required by Santrock, John McGraw-Hill Humanities/Social Sciences/Languages; Edition 15 (1383548400) ISBN: 9780078035487</td>
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<td>213.35</td>
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<td>BYU Bookstore</td>
<td>40.00</td>
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</table>

**Course Description:**

In this course we will examine the biological, cognitive, and psycho-social development of adolescents. We will also address the role of individual and contextual factors in promoting or hindering healthy development for adolescents. Diversity (i.e., racial, cultural, and gender differences) involving adolescent growth and development will also be addressed throughout the course.

**Course Learning Outcomes:**

1. Identify and critique the major theories of adolescent development as well as research
methods used in studying adolescent development
2. Understand the research methodology utilized in the study of adolescent development
3. Describe the major life changes that may experience in adolescence and how these changes could have a long-term influence on the individual.
4. Discuss what roles of individual, familial, societal, and cultural factors play in both positive and negative aspects of adolescent development
5. Integrate information of scientific findings and spiritual thoughts that foster positive adolescent development and apply this information to young men and women with whom you come into contact.
6. Improve critical thinking and writing skills

Course Structure:

The course format will consist of lecture, small-group exercises, and class discussion. In order to contribute to the discussions, reading assignments should be completed PRIOR to each class. Your preparation for and participate in class discussion will be evaluated by I-c older questions during class and in-class writing. Class lecture will NOT cover all text chapters, but the exams will require you have read the materials. In addition to lectures and text chapters, class discussion will also be used as part of the exams. Class/Lecture notes will NOT be available. Lecture outline will be available prior to lecture on learning suite.

Students are expected to attend each class except in the case of illness or an extenuating circumstance (e.g., family emergency, serious illness). Also, students are expected to show up to class on time and NOT pack up or leave early because it is disruptive to lecture and inconsiderable to other students. If it is unavoidable, please sit by the door and enter/leave the classroom quietly. Cell phones MUST be completely turn off during class. Make up assignments or exams will ONLY be given under extreme circumstance. In order to eligible for a makeup, you must provide written proof, such as doctor notes for missing work/school.

Evaluation Methods:

Exams (35%)

There will be 2 non-cumulative exams throughout the semester, each worth 100 points (200 points total). The exams will be in multiple choice (including questions with single answers or multiple correct answers) and true/false format, covering course materials from readings (40%), lectures (50%), and class discussions (10%). The topics covered on each exam are detailed in the course schedule.

Article Critique (20%)
You will choose 2 research articles from peer-review journals (e.g., Psychological Bulletin; Child Development; Journal of Youth and Adolescence; Journal of Adolescence; Youth and Society; Journal of Adolescent Research; Journal of Research on Adolescence; Journal of Marriage and Family; Journal of Family Issues; Journal of Family Psychology) to complete this assignment. For each one, you will write a 5-6 page paper, of which 1 page should be summary and 1 page analysis (APA style). Each will be worth 60 points. See guideline for article summary and analysis on Learning Suite for detail information.

**Application Paper (20%)**

You will write 6-7 page application paper on one of the following topics: biological development, cognitive development, identity formation, parent-adolescent relationships, peer relationships and friendships, school and achievement, media and leisure activities, internalizing problem behaviors and externalizing problem behaviors (APA style, 2 pages each). This paper will be worth 80 points. Details can be found in application paper guidelines on Learning Suite.

**In-Class Assignments (15%)**

You will be asked to write a brief summary and comments during class in response to a specific topic we have been discussing. These writings will be worth 20 points each. You will be graded 5 for them.

**Spiritual Thoughts (5%)**

You will be asked to find a talk from general conference that is related to adolescent development. This memo will be worth 60 points. You should include the following information in this memo:

1. Title and date of the talk
2. Overall summary of the talk (no more than a paragraph of summary)
3. What were the major developmental issues of adolescents addressed?
4. How were the influences of family, peers, church, or school addressed?
5. What positive messages might be conveyed to adolescents who hear or read this talk?
6. How you apply this information to your own life or young men and women with whom you come into contact?

**In-Class Quizzes (5%)**

Points will be awarded based on tracked I-Clicker responses on each day the clickers are used in class.
The table below shows you how the assignments are designed and evaluated the learning outcomes of this class. When you turn in each assignment, you should check and see whether you work have demonstrated the expected learning outcomes.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Exams</th>
<th>Article Critique</th>
<th>Application Paper</th>
<th>In-Class Writing</th>
<th>Spiritual Thoughts</th>
<th>In-Class Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theories/Research foundation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2. Research Methodology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Impact of life experiences</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>4. Roles of contextual factors</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5. Foster positive outcomes</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6. Critical thinking and writing</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

The total of all scores will be utilized in a grading scale to arrive at the final grade for the course. The following scale will apply:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
</tr>
<tr>
<td>D</td>
<td>64-66.99</td>
</tr>
<tr>
<td>D-</td>
<td>60-63.99</td>
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<tr>
<td>E</td>
<td>0-59.99</td>
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</tbody>
</table>

**Course Policies:**

*Academic Honesty*

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own
work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.
**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.
# Course Schedule (Tentative; Subject to Changes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 24</td>
<td>Overview of Adolescence</td>
<td>Ch.1</td>
<td></td>
</tr>
<tr>
<td>Jun 26</td>
<td>Research Methods Statistics</td>
<td>Descriptive Research</td>
<td></td>
</tr>
<tr>
<td>Jul 1</td>
<td>Biological Transitions</td>
<td>Ch.2</td>
<td></td>
</tr>
<tr>
<td>Jul 3</td>
<td>Cognitive Development</td>
<td>Ch.3</td>
<td>Article Critique 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greene et al. (2000)</td>
<td></td>
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<tr>
<td>Jul 8</td>
<td>Autonomy; Moral Development</td>
<td>Ch. 7</td>
<td></td>
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<tr>
<td>Jul 10</td>
<td>Self &amp; Identity</td>
<td>Ch. 4 &amp; 7</td>
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<tr>
<td></td>
<td></td>
<td>Klimstra et al. (2010)</td>
<td></td>
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<tr>
<td>** ***</td>
<td>Midterm (Testing Center; Open from July 11 to July 14) ***</td>
<td></td>
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<tr>
<td>Jul 15</td>
<td>Culture</td>
<td>Ch. 12</td>
<td></td>
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<tr>
<td>Jul 17</td>
<td>Family and Peer Relationships</td>
<td>Ch. 8 &amp; 9</td>
<td>Article Critique 2</td>
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<tr>
<td></td>
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<td>Brown &amp; Bakken (2011)</td>
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</tr>
<tr>
<td>Jul 22</td>
<td>Intimacy, Dating and Sexuality</td>
<td>Ch. 6</td>
<td>Beyers &amp; Seiffge-Krenke (2010)</td>
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<td>Jul 24</td>
<td>Pioneer Day Holiday</td>
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<tr>
<td>Jul 29</td>
<td>Leisure activity and Work</td>
<td>Ch. 10</td>
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<tr>
<td>Jul 31</td>
<td>Media</td>
<td>Ch. 11</td>
<td>Application Paper</td>
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<tr>
<td></td>
<td></td>
<td>Jelenchick, Eickhoff, &amp; Moreno (2013)</td>
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<tr>
<td>Aug 05</td>
<td>Psychosocial Problems</td>
<td>Ch. 13</td>
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<td></td>
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<td>Delfabbro et al. (2011)</td>
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<tr>
<td>Aug 07</td>
<td>Resiliency Emerging Adulthood</td>
<td>Kim &amp; Esquivel (2011)</td>
<td>Spiritual Thoughts</td>
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<td></td>
<td>Luyckx, De Witte, &amp; Goossens (2011)</td>
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<tr>
<td>Aug 14</td>
<td>Exam Preparation Day</td>
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<tr>
<td>** ***</td>
<td>Final Exam (Testing Center; Open from August 14-21) ***</td>
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</table>

## Additional Readings


Article Critique Guidelines

Even for research articles published in top tier peer-review journals, they are not free from weakness or flaws. The purpose of this paper is to demonstrate the ability to critically examine research articles in the field of adolescent development. However, rather than focusing primarily on the issue, your challenge is to critique rationales of conducting this research, research methods and identify flaws demonstrated by the author of the given article. You will combine both the lecture material and text (Ch. 1 Research in Adolescent Development) in order to evaluate the weaknesses and strengths of the article. On Learning Suite you will find links of research articles that relate to various adolescent developmental issues. Below is a brief description of each section:

**Introduction (3-4 Sentences)**
Introduces the topic of the paper and includes a clear, one-sentence thesis. A thesis should explicitly state the purpose of the paper.

**Summary (1/2 Page)**
Briefly summarize the article. Do not analyze any part of the paper in this section, but rather summarize the article with responses of the following questions.

1. What theoretical perspectives inspired the study?
2. What are the rationale underline the research hypothesis/questions of the study?
3. What research methods were used to investigate the research questions?
4. What were the most notable results?
5. What implications do the results have for real life or policy making?

Avoid the use of lengthy or specific details (direct quotes, statistics, etc.), as you only have one-half of a page to summarize the article.

**Critical Analysis (2-3 Pages)**
You should rely on your critical thinking skills as well as what has been discussed in lecture and text for completing this section. You should analyze the article using following questions as guidelines.

1. What were the main weakness of the article? Give examples from the article for evidences and thoroughly discuss errors in reasoning, critical thinking, or research design and why these are problems for the reader.
2. What the authors did especially well in their paper (e.g., theoretical rationales, research design, describing and discussing their results)? Give examples from the article for evidences and thoroughly discuss why these are beneficial for the reader and the scientific field.
3. What interpretations did the author make that you think are overstated and why? If you were one of the authors, how would you rephrase your interpretations or implications?

Below is a list of potential flaws in research methodology and critical thinking that might be found in the article you choose to analyze. It is not a comprehensive list.

- Small sample size
- Does not account for selection biases including differences in age, gender, culture, etc.
- Does not account for effect of historical period or maturation of participants
- Does not consider alternate explanations
- Oversimplifies or overgeneralizes findings
- Suggests that correlation does equal causation
- Use of outdated studies
- Fails to cite sources in-text
- Lack of rationales of conducting this research

**Opinion (1/2-1 Page)**
Regardless of the weakness that have been identified in this article, you chose a side that you initially agreed with. In this section, you should state your personal opinion on the issue. Be sure to state at least two reasons why your opinion is what it is (how did you develop your opinion?). Some reasoning for your opinion could stem from personal experiences, religious beliefs, or research you have encountered previously. These are only ideas; there may be other sources for your opinion.

**Conclusion (3-4 Sentences)**
Without ending too abruptly, briefly summarize your paper for a smooth ending. Re-state a clear thesis similar to your introduction, and provide a take-home statement based on your analysis.
/10 APA Format & Writing Mechanics

Standard APA format is required. Assistance from TAs will primarily focus on content, rather than writing quality and APA format. For assistance in APA Format, please refer to: http://owl.english.purdue.edu/owl/resource/560/01/

*Guidelines Sheet attached to front
*cover page
*Sub-headings are strongly recommended
*In-text citations & reference page required
*PROOFREAD out loud or have your paper reviewed by the FHSS Writing Lab
*Avoid informal tone and 1st person
*5-6 total pages

Late Points:_______
Total Score:______/60
Application Paper Guidelines

The purpose of this paper is to help integrate the theories and research you have learned this semester into application by identifying a developmental topic in young men or women though interviewing an adolescent or retrospective experience from your adolescence. For this paper, you are expected to draw from the resources you have received in class (e.g., textbook, lecture notes, in-class discussion etc.) to demonstrate your understanding of the topic you chose. You should discuss how experiences during adolescence (age 12-18) have short-term and/or long-term impacted the individual in many different domains of development. You should also include the discussion regarding the role of the contextual factors because the experiences you elect to discuss were took place in the context of family, peer group, work, school, or religion. Specifically, analyze these experiences to show to what extent it matches the theories and research you have learned in class, and give specific details (evidence) to support your statements. Below is a brief description of each section of the assignment:

**/6 Introduction (3-4 Sentences)**
Introduces the topic of the paper and includes a clear, one-sentence thesis. A thesis should explicitly state the purpose of the paper and identify the experience(s) you will discuss.

**/48 Content**
Content:
1. **Summary of theories and research regarding the topic you choose (2 pages).** For this section, you should include the following information:
   A. Developmental change from early adolescence through merging adulthood regarding the topic you choose
   B. Theoretical frameworks or perspectives that is particularly related to this developmental change
   C. Findings of racial and gender difference related to this development
   D. The role of culture plays in this development
2. **Brief description of the experience (1 page).** Only include enough so that the reader has a general understanding of the circumstance.
3. **Outcomes (3 pages).** Describe in detail what resulted in the outcomes of this experience. This should be the bulk of your content.
   E. Include examples in your analyses of HOW the event(s) impacted specific outcomes of your development.
   F. Make clear connections between the specific event(s) and the outcomes. Be careful to avoid tangents.
   G. Go into depth when discussing these outcomes. Elaborate on the changes or growth (to illustrate this, you may describe youth developmet status of pre- and post- event) the individual experienced. Also, elaborate on WHY that growth or change came to be. While discussing the change that took place, analyze the long-term impact as well. Finally, you should connect the experience with what you have learned from research work by examining the similarity as well as the difference between the two (Cite at least 5 studies as you compare whether you did or did not fit the research).

**Do not just tell stories! Analyze your experiences!**

**/6 Conclusion (3-4 Sentences)**
Without ending too abruptly, briefly summarize your paper for a smooth ending. Re-state a clear thesis similar to your introduction.

**/20 APA Format & Writing Mechanics**
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*Sub-headings are strongly recommended
*Guidelines Sheet attached to front
*PROOFREAD out loud or have your paper reviewed by the FHSS Writing Lab
*No rhetorical questions or contractions
*Avoid informal tone
*1st Person is appropriate
<table>
<thead>
<tr>
<th>Late Points:</th>
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