Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)
See https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP for this form.

Required Effective Date: 08/01/2011 (effective date cannot be retroactive)

☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course
http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP

☐ Variable credit ______________
☐ Repeat credit (cumulative maximum _______ hours)
☐ Increase credit (former credit ________)
☐ Lecture-lab ratio (former ratio ________________)
☐ Number (former number ________)
☐ Prefix (former prefix ________________)
☐ Crosslisting (between WSU departments)
(______) ________
☐ Cooperative listing (UI prefix and number ________
(Must have both departmental signatures)
taught by: WSU ☐ UI ☐ jointly taught ☐
☐ S, F grading

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in ________ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)

☐ Other (please list request)


Copsy 502 Social Psychology Foundations in Educational and Counseling Psychology
course prefix course no. title

3 3

credit lecture hrs lab hrs studio hrs per week per week per week prerequisite

Description (20 words or less)
This course covers basic principles of social psychology with a special emphasis on the relevance to education and counseling psychology

Instructor: Sarah Ulrich-French Phone number: (509) 335-6858 Email: sullrich@wsu.edu
Contact: Lynn Buckley Phone number: (509) 335-9117 Email: buckleyl@wsu.edu

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/Date 5/1/10 Dean/Date 1-4-11 General Education Com/Date

Graduate Studies Com/Date

All-University Writing Com/Date Academic Affairs Com/Date Senate/Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
New Course Description and Rationale:

CoPsy 502 Social Psychology Foundations in Educational and Counseling Psychology

Description (20 words or less):

This course covers basic principles of social psychology with a special emphasis on the relevance to education and counseling psychology.

Rationale:

Currently, the doctoral students in the Counseling Psychology program in the Department of Educational Leadership and Counseling Psychology are required to take a social psychology course consistent with American Psychological Association Accreditation Criteria. In the past this requirement was filled by courses offered in the Psychology Department. Due to enrollment conflicts the Counseling Psychology students have not been able to fulfill this requirement outside the department. In the Spring of 2009, Dr. Sarah Ullrich-French offered a special topics course on social psychology for counseling psychology students with 17 doctoral students enrolled. Thus, the need exists to offer this course on a permanent and consistent basis to meet accreditation requirements.
V. **Intergroup processes and Society**

**Course Requirements**

I. **Readings**


Posted research articles relevant to the topic and/or counseling psychology will be provided at least one week prior to class. Typically two research articles will be assigned per week. Check Angel frequently for updates.

**Note:** Students are expected to complete the assigned readings prior to each class meeting.

II. **Article Critique and Presentation**

This assignment is designed to foster development of critical thinking, review writing, and presentation skills. At our first meeting you will choose one of the topic areas. You will lead discussion on this topic. You will also locate, review and critique a relevant article using guidelines provided on a separate handout. On the Monday prior to the topic date you provide a copy of the article to the instructor, who will make the reading available to the class. On the topic date you will turn in a written version (journal review format) of your critique. You will also orally present the contents of the article and your critical commentary in 12 minutes or less. Additional time will be allotted for questions / group discussion.

III. **Exams**

There will be two exams equally spaced throughout the semester. The exams only cover material from their respective half of the semester, however the topics often build upon each other. The second exam will be held during final examination week. No “make up” exams are available.

V. **Paper**

This assignment is designed to provide you with the opportunity to conduct an in-depth examination of a social psychology topic of your choosing (please consult with me). You will read 1-2 review articles and at least 10 research articles to help you become an “expert” in your chosen topic. In a well-written, organized, and thoughtful paper you will include: an introductory section containing a critical review of the literature, and a concluding section where you propose future research directions. Further information is provided on a separate handout.

VI. **Course Grading**

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<th>Points</th>
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<td>Paper</td>
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Points for Final Course Grade

- 279 - 300 = A
- 270 - 278 = A-
- 261 - 269 = B+
- 249 - 260 = B
- 240 - 248 = B-
- 231 - 239 = C+
- 219 - 230 = C
- 210 - 218 = C-
- 201 - 209 = D+
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<th>Date</th>
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<td>Introduction to Social Psychology</td>
<td>Chapter 1</td>
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<td>1/20</td>
<td>Individual Processes: Stereotyping/Impression Formation</td>
<td>Chapter 4</td>
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<td>1/27</td>
<td>Individual Processes: The Self (evaluation of)</td>
<td>Chapter 5</td>
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<td>2/3</td>
<td>Individual Processes: Attitudes</td>
<td>Chapter 6</td>
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<td>Interpersonal Processes: Intimate Relationships</td>
<td>Chapter 10</td>
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<td>3/31</td>
<td>Interpersonal Processes: Aggression</td>
<td>Chapter 12</td>
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<td>4/7</td>
<td>Groups: Social Performance</td>
<td>Chapter 13</td>
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<td>4/14</td>
<td>Groups: Social Influence</td>
<td>Chapter 14</td>
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<td>4/21</td>
<td>Intergroup Processes: Cultural Diversity</td>
<td>Chapter 16</td>
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<td>4/28</td>
<td>Course Conclusion / Carry over presentations</td>
<td>Annotated Bibliography Due</td>
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<td>TBA</td>
<td>Final Examination [EXAM 2]</td>
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Washington State University  
College of Education  
Department of Educational Leadership and Counseling Psychology  
COPSY Social Psychological Foundations in Educational and Counseling Psychology  
Fall 2010, Wednesdays 9:10 – 12 EDADD 110

Instructor Information

Dr. Sarah Ullrich-French  
112 PEB  
Phone: 335-6858  
E-mail: sullrich@wsu.edu  
Office hours: Tues. 10:30 – 12:00 and by appointment

Course Description

This course provides an overview of the foundational principles of social psychology with a special emphasis on the relevance to education and counseling psychology. Main topics include individual processes, interpersonal processes, processes within groups, and intergroup processes and society. Readings will be drawn from social psychology, educational, and counseling literatures.

Course Objectives

1. Obtain an understanding of a variety of foundational perspectives in social psychology.

2. Acquire knowledge of the research literature that allows for informed and critical discussion of social determinants of behavior and current perspectives in social psychology.

3. Obtain an understanding of how social psychological principles are applied within a variety of counseling related contexts.

4. Develop graduate-level writing and oral presentation skills through course assignments.

Instructional Procedures and Course Experiences

Lectures, readings, discussions, exams, small group work, writing experiences, and applied projects will be used to help students meet the stated course objectives.

Course Outline

I. Introduction to Social Psychology

II. Individual Processes

III. Interpersonal Processes

IV. Processes within Groups
V. Intergroup processes and Society

Course Requirements

I. Readings


Posted research articles relevant to the topic and/or counseling psychology will be provided at least one week prior to class. Typically two research articles will be assigned per week. Check Angel frequently for updates: http://angel.wsu.edu/

Note: Students are expected to complete the assigned readings prior to each class meeting.

II. Article Critique and Presentation

This assignment is designed to foster development of critical thinking, review writing, and presentation skills. At our first meeting you will choose one assigned article. You will review and critique one of the articles using guidelines provided on a separate handout. Please consult with the instructor if there are any questions regarding the article. On the topic date you will turn in a written version (journal review format) of your critique. You will also orally present the contents of the article and your critical commentary in 12 minutes or less. Additional time will be allotted for questions/group discussion. You will also lead discussion on this topic. Please prepare ahead of time to lead the class in discussion on the topic (e.g., prepare discussion questions or an activity to engage the class). (1 written critique and 1 topic discussion)

III. Article Summaries

At our first meeting you will select two additional articles, they must be different from the topic of your article critique. You will not be required to conduct a written critique. You will be asked to provide a brief overview of each reading and to lead class discussion on each article considering contributions and limitations. (2 total article summaries for in-class discussion).

IV. Exams

There will be two exams equally spaced throughout the semester. The exams only cover material from their respective half of the semester, however the topics often build upon each other. The second exam will be held during final examination week. No “make up” exams are available.

V. Paper

This assignment is designed to provide you with the opportunity to conduct an in-depth examination of a social psychology topic of your choosing (please consult with me). You will read 1-2 review articles and at least 10 research articles to help you become an “expert” in your chosen topic. In a well-written, organized, and thoughtful paper you will include a literature review section containing a critical review of the literature, and a concluding section where you propose future research directions. Further information will be provided on a separate handout.
VI. **Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Points for Final Course Grade</th>
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<tr>
<td>Article Summaries</td>
<td>10 pts</td>
<td>279 – 300 = A</td>
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<tr>
<td>Article Critique</td>
<td>35 pts</td>
<td>270 – 278 = A-</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>15 pts</td>
<td>261 – 269 = B+</td>
</tr>
<tr>
<td>Exam 1</td>
<td>75 pts</td>
<td>249 – 260 = B</td>
</tr>
<tr>
<td>Exam 2</td>
<td>75 pts</td>
<td>240 – 248 = B -</td>
</tr>
<tr>
<td>Paper</td>
<td>90 pts</td>
<td>231 – 239 = C+</td>
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<td>219 – 230 = C</td>
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<td>210 – 218 = C-</td>
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<td>201 – 209 = D+</td>
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<td>189 – 200 = D</td>
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VII. **Academic Honesty**

At all times students are expected to be in compliance with University policies. Please complete your work independently unless I instruct you to do otherwise (e.g., the group lab assignment). Properly reference writings or ideas of others. If you are not sure how to do this, it is your responsibility to learn how by consulting APA 5th edition guidelines or me. Instances of academic dishonesty will result in at least a failing grade on the given assignment for all involved students. More severe cases will result in a failing grade for the course. Furthermore, cases of academic dishonesty will be referred to the Dean of Students.

VIII. **Students with Disabilities**

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

IX. **Campus Safety Information**

The campus safety plan, which can be found at [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu), contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The University emergency management web site is [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies). WSU ALERT ([http://alert.wsu.edu](http://alert.wsu.edu)) posts information about emergencies, other issues affecting WSU, and communication resources WSU will use to provide warning and notification during emergencies. Please update your emergency contact information for the Crisis Communication System (CCS) by going to myWSU portal at [http://my.wsu.edu](http://my.wsu.edu) and entering your network ID and password and click on Register under the Emergency Notification box.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tr>
<td>8/25</td>
<td>Introduction to Social Psychology</td>
<td>Chapter 1</td>
</tr>
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<td>9/1</td>
<td>Individual Processes: Stereotyping/Impression Formation</td>
<td>Chapter 4; Allen et al., 2009; Gawronska et al., 2003</td>
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<td>9/8</td>
<td>Individual Processes: The Self (evaluation of)</td>
<td>Chapter 5; Ross et al., 2005; Kernis et al., 2008</td>
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<td>9/15</td>
<td>Individual Processes: Attitudes</td>
<td>Chapter 6; van den Berg et al., 2006; Conklin et al. 2009</td>
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<td>9/29</td>
<td>Individual Processes: Attribution</td>
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<td>Interpersonal Processes: Attitude Change</td>
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<td>Interpersonal Processes: Altruism</td>
<td>Chapter 11; Branas-Garza et al, 2010; Van Lange, 2008 Paper References Due</td>
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<td>11/3</td>
<td>Interpersonal Processes: Aggression</td>
<td>Chapter 12; Ray et al., 2009; Aslund et al., 2009</td>
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<td>11/10</td>
<td>Groups: Social Performance</td>
<td>Chapter 13; Beck et al., 2008; Pearsall et al., 2010</td>
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<td>11/17</td>
<td>Groups: Social Influence</td>
<td>Chapter 14; Martin et al., 2007; Tormala et al., 2009</td>
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<td>Intergroup Processes: Cultural Diversity</td>
<td>Chapter 16; Hernandez et al., 2010; Prislin &amp; Filson, 2009 Paper Due</td>
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<td>12/8</td>
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<td>12/15</td>
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</table>
Stereotyping/Impression Formation


The Self (evaluation of)


Attitudes


Emotion


Attribution


Attitude Change


Intimate Relationships


Altruism


Aggression


Social Performance


Social Influence


Cultural Diversity


COPSY 523: Social Psychology

Article Critique Assignment

This assignment is designed to foster development of critical thinking, review writing, and oral communication skills. At the first class meeting you will choose one of the course topics. You will review and critique a research article from the class readings. Readings will be made available to the class via Angel. **On the reading due date you will turn in a written version (journal review format) of your critique.** The written critique should include a cover page (attached), general comments to the authors that present your overall impression of the article, and specific comments on each section (introduction, method, results, discussion). It is appropriate to bullet your specific comments, but be sure to fully communicate your points. I will bring example critiques for you to examine during breaks on lecture days. Feel free to meet with me if you need assistance with interpreting a portion of the article or writing the critique. Otherwise, please work independently.

**On the same date you turn in the written critique, you will present the contents of the article and your critical commentary.** You will be allotted 12 minutes to overview the study (introduction, method, results, discussion) and present your perceptions of the work. Additional time will be allotted for questions and group discussion. Conduct and prepare for this presentation as you would for a professional presentation. That is, you should dress, present, and answer questions in a professional manner. Use of technological aids, packaging your work in a comprehensive yet concise fashion, and practicing your talk several times prior to the presentation date will significantly enhance the quality of your talk. You will also lead discussion on this topic. Please prepare ahead of time to lead the class in discussion on the topic (e.g., prepare discussion questions or an activity to engage the class).

**When reviewing the article, consider the following:**

**Introduction**
The introduction is the section where the authors review theory and research, provide a justification for the importance of their research question, and state the specific purpose and hypotheses of the investigation.
- Did the authors effectively communicate the theme of the study and why the research is important to conduct?
- Did the authors discuss theory that is pertinent to the research question?
- Did the authors review associated research, particularly investigations that are directly relevant to the work?
- Does the study purpose logically emanate from the theory and research that is reviewed?
- Are research questions and hypotheses clearly stated?

**Method**
The method section is where authors propose how to address the study purpose.

**Subjects and Design**
- Was the subject population (i.e., number, ages, gender) adequately described?
- Did the authors provide a rationale for their choice of subject population?
- Was information about the study design provided?
  - experimental: Comparison/control groups? Description of group assignment? Clear presentation of IV’s and DV’s?
  - nonexperimental or correlational: Clear presentation of variables? Logical approach to analysis?

**Measures**
- Is instrumentation (e.g., motor tasks, self-report questionnaires, performance measures, observations, interviews, etc.) clearly presented? Do the authors describe how items/measures are quantified?
- Do the authors provide operational definitions of study variables (e.g., intrinsic motivation, self-efficacy)?
- Do the authors provide validity and reliability data for the measures?
If validity and reliability data are not available, do the authors discuss procedures adopted to ensure valid and reliable measurement?

**Procedure**
- Is it clear what subjects will do?
- Is it clear what subjects were told? (i.e., instructions)
- Do the authors explain manipulations of independent variables, or how variables in a correlational study were observed?
- If applicable, do the authors describe how raters/observers were trained?
- In short, the procedure should be replicable!

**Data Analyses**
- Did the authors provide a clear road map for the analysis of data?
- Are the statistical/inferential techniques consonant with the research question(s)?

**Results and Discussion**
The results section can be difficult to critique until you’ve had several graduate statistics courses. Do the best that you can, and feel free to consult with me. I do not expect you to be a statistics wizard...yet ☹️ Consider the following:

- Is the results section well organized and consistent with study purposes?
- Do authors share the meaning and direction of a statistical finding (e.g., for a significant interaction effect)?
- Is the strength, as well as significance, of a finding communicated?
- Do the authors present results in the simplest possible fashion, or do they “kill an ant with an elephant gun”?

In the discussion section, consider the following:

- Do the authors forward conclusions that are consistent with the findings, or do they “make a mountain of a molehill”?
- Do the authors compare and contrast their findings with findings from previous research investigations?
- Do the authors share the theoretical implications of their work?
- If appropriate, do the authors share practical implications of their work?

**Paper Requirements**
- type or word-process your critique
- be sure to include:
  - the attached cover sheet with your “vote” and other requested information
  - a general comments section that communicates your main conceptual points and overall impression (not to exceed 1 page, single-spaced)
  - a specific comments section that addresses items in the introduction, method, results, and discussion
  - add a reference section if you cite literature in your critique that does not appear in the original article
- hand in on the topic due date

**Evaluation Criteria**
- presentation of written work (i.e., spelling and organization)
- writing quality
- ability to communicate your points constructively
- accuracy of your comments
- ability to demonstrate critical thinking
- effective oral communication of ideas
- ability to professionally respond to questions and lead discussion
WSU Journal of Social Psychology

Reviewer Recommendation to the Editor

Dear Colleague:

The research paper you reviewed has been submitted to the WSU Journal of Social Psychology for publication. For pedagogical purposes we'll overlook the fact that it has already been published, and the authors would be plagiarizing themselves if the work was published again. Please complete the items below, and attach this cover sheet to your review. Thank you for providing this important service to the profession. Your thoughtful and critical review of this submission allows WSUJSP to maintain the highest degree of academic rigor.

Sincerely,

Dr. Sarah Ullrich-French, Editor-by-default

APA Reference for Article Reviewed:

Please rate the article on the following criteria:

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<th>Poor</th>
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<th>Adequate</th>
<th>Good</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

OVERALL RATING 1 2 3 4 5

Your Recommendation to the Editor (check one):

   _____ Accept as is
   _____ Accept with major revisions
   _____ Accept with minor revisions  _____ Reject

Signature of Reviewer: ___________________________ Date: __________
Paper Assignment

This assignment is designed to provide you with the opportunity to conduct an in-depth examination of a social psychology topic relevant to your area of interest. You will read 1-2 review articles and at least 10 research articles to help you become an “expert” in your chosen topic. This will require you to critically read and review relevant learning theory research, and to synthesize findings into a well-written paper. In an organized and thoughtful paper, you will write a literature review containing a critical overview of your topic (approximately 8-10 pages) and a concluding section where you propose future research directions (2-3 pages). This will require a historical understanding of the topic as well as the most current and up to date knowledge. Page lengths are all approximate, use the space you need to fully articulate each section, yet remain as concise and to the point as possible. You are encouraged to tailor this assignment towards your own professional interests.

Feel free to meet with me if you would like guidance on this project. If you have never completed an assignment like this, consider this offer a strong suggestion. Everyone is required to turn in a paragraph describing the topic of interest by September 29 and hand in a list of references (at least 10) by October 27.

Paper Requirements

- please consult with me about your paper topic
- type or word-process your paper, double space the introductory and concluding sections, single space annotated bibliography, and use APA format
- use 12-point font and maintain 1” margins at the top, bottom, and sides
- list your references in a section that follows the text

Due in class December 1 (90 points) – no late papers accepted

Evaluation Criteria

- presentation of written work (i.e., spelling and organization)
- writing quality, ability to communicate message within page guidelines
- accurate description and interpretation of theory and research
- logical future directions