

**HDFS 433, Spring 2010  
Paper assignment guide**

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**I. SELECTING A TOPIC AREA**

Your final project is a 5-7 page paper. The paper will involve choosing a topic from this semester, conducting interviews on that topic, and integrating what you have found from the interviews with research articles. The topic you select should be related to research currently conducted in the field of human development. Sample topic ideas are listed below. These topics are only examples; feel free to choose a different topic.

1. How do individuals experience identity development? If you choose this topic, you may consider some of the following issues: at what ages do people feel they were/are exploring their identity? What areas of identity did they explore (e.g., work, love, worldviews, gender, ethnicity,

sexual orientation... these are only some examples)? What cultural and social factors affect one's identity development during this time period?

2. When is an individual an adult? What markers are important for different individuals? You may want to consider differences by interviewing two (or more) people from different backgrounds, e.g., different generations, different socioeconomic statuses, college-educated versus not, different ethnic backgrounds, different countries of origin.

3. How do experiences of emerging adults differ by culture? If you choose this option, you should interview individuals from one or more cultures we have **not** covered in class.

4. How does attending college affect emerging adults? If you choose this option, you may want to choose the same domains covered in readings/class, but examine a different perspective (e.g., students attending an urban university, students living at home while attending university, students from different cultural backgrounds). Alternatively, you may want to consider a domain not addressed in class (e.g., relationships with siblings).

5. How is the experience of emerging adulthood in 2008 different from previous generations, given available technology? If you choose this topic, you should interview two or more people from different generations, to compare their experiences.

6. How do marital aspirations differ based on individual or familial characteristics? You may want to consider gender, ethnicity/race, sexual orientation, country of origin, religion, SES, parental marital status, etc.

7. How do people view individuals who smoke/drink alcohol/use other substances? If you choose a topic on substance use, be careful not to ask interviewees about their personal substance use. However, if you are interested in this topic, you can interview people about their perceptions. For instance, you might ask about perceptions of when people are old enough to make decisions about cigarettes and/or alcohol. Or you may want to interview people about their perceptions of what factors lead people to drink heavily. Alternatively, you may want to interview people about whether they think people who experiment with alcohol and/or other substances are well adjusted. In all instances, you would ask interviewees about their views, not their behaviors.

8. How do the media portray adolescent substance use or sexual behavior, and how do people perceive this portrayal? Do people think that the media's portrayal of substance use or sexual behavior affects adolescents' actual behaviors?

9. What are early dating/romantic relationship experiences like? How are these experiences different from later romantic relationships? How do these experiences differ for individuals from different backgrounds? These questions are very broad, so if you choose to cover romantic relationships, you should certainly narrow down your topic.

10. What do individuals think people consider when deciding whether to have sex or not? Do these perceptions differ based on attributes of the person (not) having sex, such as gender, ethnicity/race, SES, sexual orientation, country of origin? Do these perceptions differ based on

attributes of the perceiver (for instance, do men and women think that others base decisions to have sex on the same factors, or different factors?). If you choose this option, make sure you do not ask people about their own decision making,

11. What do people perceive are the differences between sex in romantic relationships versus nonrelationship sex? Again, if you choose this option, do not ask people about their own sexual experiences, but their views about others' sexual experiences.

## **II. FINDING YOUR FOUR ARTICLES**

Once you have selected a topic you will need to find up-to-date articles on that topic. You will need to find FOUR articles. Although there are exceptions, you should mostly have articles that were published in the past 10 or so years to insure that the information is up to date.

### **Here are some suggestions for finding the articles:**

1. You might want to read a review article. Below are suggested journals that generally carry review articles. Also check the titles of articles during your searches for ones that include "meta analysis" or "review" in the title. You can cite the review article in your paper and count it as an article. Read the reference list of the review article for other relevant articles.

2. Check the references in the articles assigned for class.

3. Use Psycinfo, Google scholar, or other journal database.

4. "Snowball" your references. If an article is cited to make a specific point relevant to your interests in one source you read, look it up. Researchers use this approach a lot.

### **What does not count as an article:**

Textbooks; magazine articles; websites.

### **Which journals?**

You may want to begin your literature search by looking in better known journals-- they are most likely to carry important research on your topic.

### **Review articles:**

*Psychological Bulletin, Psychological Review, Human Development, Developmental Review.*

### **General child development:**

*Developmental Psychology, Child Development, Social Development, Merrill Palmer Quarterly, International Journal of Behavioral Development.*

### **Adolescence:**

*Journal of Research on Adolescence, Journal of Youth and Adolescence, Journal of Adolescent*

*Research, Journal of Early Adolescence, Adolescence, Journal of Adolescence, Journal of Adolescent Health.*

**Families, relationships, and sex:**

*Journal of Family Psychology, Journal of Marriage and Family, Journal of Social and Personal Relationships, Personal Relationships, Family Relations, Journal of Sex Research, Sex Roles, Psychology of Women Quarterly, Perspectives on Sexual and Reproductive Health.*

**Prevention:**

*Applied Developmental Science, Prevention Science, Journal of Applied Developmental Psychology, Health Psychology.*

**Substance use:**

*Addiction, Psychology of Addictive Behaviors, Addictive Behavior, Journal of Studies on Alcohol and Drugs, Substance Use and Misuse, Alcoholism: Clinical and Experimental Research.*

We encourage you to meet with us or email us in advance if you have any questions about the appropriateness of one or more of your articles.

**III. DECIDING WHAT TOPIC TO COVER**

The goal of your paper is to relate what you learn from your interviews to your 4 (or more) articles.

The suggested topics on pp. 1 – 3 are guidelines, but feel free to examine something relevant to course material that is not listed there. If you are uncertain about a topic, choose a journal in an area that interests you, and skim the table of contents of recent issues for inspiration.

As you work on narrowing down your own research topic, you will want to consider these questions about the articles you have read:

1. What question(s) did the article address?
2. How was the topic defined and measured?
3. Who were the participants - a random sample? A random sample of university students at one college? Intro psychology students getting course credit? Were they all of upper middle or all of lower socioeconomic status? Were they all European American? Were men and women included? You do not have to use a random sample to do good research. You do have to use an appropriate sample for the question being explored.
4. What conclusions did the author reach? Do the data support these conclusions? What other conclusions might the author have drawn from the data?

The purpose of asking yourself these questions is to set you on your way to designing your own project. **The object is to narrow things still further, focusing on your project, and to put**

**everything together to set up a single cohesive argument.** Some ways to do this include:

1. Look at the participants researchers used. You may find that researchers conducting research on XYZ tend to rely on samples of convenience. The studies may contain a disproportionate number of men/lower SES/European American/college students/religious university students... whatever. Your paper might argue that theories about the causes of XYZ, and development of XYZ, are confounded (biased) with life circumstances of this particular group. For example, there may be factors in the environment of students attending a religious university that make them become more religious over time. You might argue that researchers have exaggerated the extent to which university students explore their religious identity because of the reliance on a sample of students at a religious institution.
2. Look at how researchers measure an issue. If they use questionnaires with rating scales, might their findings differ with open-ended questions that assess participants' views more generally? Did they ask only about certain domains but leave out other domains? Think of how you might expand a previous study by asking questions differently.
3. You might focus on the conclusions researchers have drawn about their findings. Do you agree with their conclusions? Many articles suggest future directions at the end of their studies. Can you address one (or more) of these future directions in your own interview?

Many of the topics we cover in this course (e.g., drug use, sexual behavior) are of a sensitive nature. Because you are doing informal interviews of people you know, you should avoid asking very sensitive topics. If you are interested in drug use or sexual behavior, do not ask questions about the participants' own drug use or sexual behavior. You may, however, ask general questions. For instance, questions about drug use in their high school, questions about the media's portrayal of sexuality, questions about their university's efforts to reduce underage drinking... focus on questions that address the topic, without asking questions that require the interviewees to reveal too much personal information.

If you need additional help with literature searches, the library offers free seminars on how to search for materials in the CAT and other library databases at the following times:

- Wednesday, 1/20, 12:00 – 1:00
- Monday, 2/8, 9:30 – 10:30
- Friday, 2/26, 11:00 – 12:00
- Tuesday, 3/23, 2:00 – 3:00
- Wednesday, 3/31, 11:30 – 12:30

All classes will feature time at the end of the session for individualized help and questions. No prior registration is required. For additional information on these classes and others, visit: <http://www.libraries.psu.edu/psul/lis/classes.html> online.

#### **IV. PAPER PROPOSAL (10 points)**

##### **DUE FEBRUARY 4**

You will submit hard copies of your statement, reference list, interview questions, & permission letters in class. You will upload copies of your articles to turnitin by 2:30 PM on February 4.

##### **1. Statement of topic (2 points)**

You should hand in a double spaced, typed paragraph of what you plan to do for your project. It should very briefly describe the focus of your project and the people you plan to interview.

##### **2. 4 appropriate articles selected and uploaded on-line (2 points)**

Turnitin.com is a tool for detecting plagiarism. Some students have trouble identifying plagiarism in their own work, or truly understanding what does/does not constitute plagiarism. In this course, you will have the opportunity to view your own originality report and, if necessary, revise your paper before the instructors see it. In this way, you will receive feedback and work independently to assure you do not plagiarize your sources.

Once you have selected your 4 articles, you will need to upload them to **turnitin.com**. Here are some guidelines adapted from the PSU instructions on how to use it.

##### **Enrolling/adding a class**

- **NEW USERS:**
- Go to [turnitin.psu.edu](http://turnitin.psu.edu)
- Log in with your PSU account and password
- If you are logging in for the first time, choose “create a user profile” in the box “new students start here” and choose “student” on the following page
- Follow the instructions on the screen to create a new account
- When prompted, enter the following information
  - 7-digit class ID: 3055805
  - Password: rockandroll
- **IF YOU HAVE AN EXISTING ACCOUNT:**
- click “Enroll in a class” on your home page
- enter the following information
  - 7-digit class ID: 3055805
  - Password: rockandroll

##### **How to submit articles**

- You will need to have previously downloaded the article to your own computer. Save it in a location and with a file name that is easy to find/remember
- Your file needs to be in Word, Wordperfect, Postscript, PDF, HTML, RTF, or plain text. If it is PDF, make sure that it is a searchable PDF. You can test this by making sure you can

search within it, and/or trying to highlight and copy text. If you are uncertain, contact one of the TAs before the assignment due date.

- Go to your turnitin home page
- Select HDFS 433
- Click on the gray submit button to the right of “article 1” under the submit column.
- Enter a title
- Click “Browse for the file to upload” to find your file
- Click “upload”
- You will see a preview of the article. Assuming it is correct, click “Submit”
- You will receive a digital receipt to your email account
- Repeat for article 2 (“article 2” assignment), 3 & 4
- If you have more than 4 articles, you can put the additional articles in the “extra articles” assignment box

### **3. Reference list including proper APA style (2 points)**

You should include a typed list of the 4 (or more) articles that you plan to cite in your paper. All references should be double spaced. Research is a dynamic and ever changing process. Although you are asked to pick 4 articles by February 4, it is possible that you will add additional sources. It is not a problem to add sources, as long as you submit them to us first.

*Citations of journal articles should use APA style (same as in your syllabus). For instance:*

Jackson, K. M., Sher, K. J. Cooper, M. L. & Wood, P. K. (2002). Adolescent alcohol and tobacco use: Onset, persistence, and trajectories of use across two samples. *Addiction*, 97, 517-531.

Last name, Initials., Last name, Initials., & Last name, Initials. (Year). Article name: Capitalize first word, word after colon, and proper names. *Journal Name: All Words Capitalized*, Volume, first page – last page.

If there are more than seven authors, only include the names of the first six authors, and the last author, with “...” in between. For example:

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267.

If you choose to include non-article sources *in addition to* your 4 sources (e.g., books, websites), you should use APA style to cite them and include them in your proposal.

#### **4. Typed interview questions (3 points)**

Researchers collect data in different ways. Some observe behaviors in their natural habitat or a lab setting. Some distribute questionnaires. Others give interviews. Interviews are distinct from written questionnaires because they allow a back and forth that is more conversational. Interviewing is an important skill in many professions –social workers interview clients; daycare workers and teachers have parent meetings; managers interview potential new employees; researchers interview study participants.

You will gather information from family members or friends about their experiences pertaining to your research question. The goal is to see how your interviewees' experiences relate to the research and theory on your topic. The interview must be given in person or over the phone, not as written responses. You are required to interview at least two people, but the more people you can include in your project, the better. It will be easier to draw conclusions if you have information from more people. Make sure that you get multiple perspectives (e.g., depending on the topic, both men and women, people of different ages, from different ethnic/racial/cultural backgrounds, different majors, different types of universities, students vs. nonstudents, etc.).

The questions that you write should relate to your articles. The point is to see how your interviewees' experiences relate to research on your topic. Therefore, you should develop your questions based on the information you learned from the articles, and the goals of your paper. Linking your questions and the articles this way will make writing your final paper much easier.

Writing interviews is very different from writing a questionnaire. An interview often involves more in depth responses from a smaller number of people. Instead of providing numeric responses, interviews often provide qualitative data. It is not as easy to transform their responses into numbers, but often interview data is quite rich in that you can get a clear and in depth understanding of your topic.

Therefore, when writing questions, you should try to write as many open ended questions as you can. Questions that require yes/no or one word responses often do not yield as much information as open-ended responses (especially when only asked of a couple of people). For instance, if I were writing an interview to examine how family impacts marital aspirations, I could ask:

“Do your parents encourage you to get married?”

OR

“At what age do your parents think you should get married?”

OR

”What are your parents’ beliefs about you getting married?”

The first question may result in a “no” and little else. The second question might give you a one word response, but may not be as fruitful as the third question, which could reveal more detailed information about parents’ attitudes, including age.



In addition, you will often want to use follow up, or probe questions. Follow up questions will often involve a “why” or a “how” type question.

“Why do your parents think you should get married?”

OR

“How have your parents encouraged you to get married?”

OR

“How do you feel about your parents’ beliefs about your getting married?”

Probe questions often involve statements such as:

”Could you explain that a bit more?”

OR

“Can you tell me more about that?”

You do not need to write these into your interview, but you should be prepared to ask them if you would like more information than the participants provide.

Just as you do not need to write probe questions into your interview, when you are interviewing, things that participants say may make you think of questions you had not originally planned. This is not a problem. The process of interviewing is dynamic and these new questions may occur naturally, much as they would in a conversation.

If you are interviewing people from different perspectives, you may need to ask slightly different questions. For instance, if you are interviewing parents and offspring from the same family to learn about marital aspirations, you will probably have to ask parents different questions than the offspring. If this is the case, you should submit both versions of the interview. If you are unsure whether you will need more than one version, feel free to ask us.

Remember, as you are writing the questions you should think about whether they involve sensitive material. Ask yourself, “would I want someone I know to ask me that question?” If you are uncertain, err on the side of safety and caution.

There is no set length for the interview. You should write the questions you need in order to address the goal of your paper. Keep in mind, though, that people can become fatigued, so you should not ask more questions than people will enjoy answering.

When it comes time to write up your final paper, your results will probably be ½ to 1 page long. Therefore, the information you learn from the interviews will have to be summarized. Although everything you learn in the interview may be interesting, it may not all be relevant to your final paper (participants may go off topic when answering questions, or you may have asked questions that did not yield fruitful responses).

To develop your interview questions, you should consider the studies you have read. Often new studies develop out of unanswered questions in past studies. What questions remained unanswered in a previous study? What population was not examined in the study? You do not

want to completely replicate an existing study, but instead, do something related to but distinct from past work. You may use some of the same questions from a study you read, or modify the questions for the purpose of your own project.

## **5. Signed permission letters (1 point)**

You are responsible for obtaining permission from anyone you ask to participate in any way. In addition, you must have permission from the parents of anyone under the age of 18.

You will need to submit evidence that you have permission from the people you plan to interview. A sample permission letter is on the next page. If you are planning to do phone interviews and will not see your interviewee in person, you can submit e-mailed permission.

Note: you may do your first interview and realize that you really should interview someone who is X (male, Asian American, over 20, etc.), but no one on your list is. It is possible to add an interviewee, just make sure to submit their permission letter before interviewing them.

The project involves gathering informal information, not research data. You should follow the guidelines for ethical treatment of human participants. You must explain the project to the interviewee and their parents, if applicable. You are responsible for the way you treat the people you ask to participate. Feel free to talk to me or the TAs if you have questions before you begin. When designing your project, keep in mind that your project should only involve people who know what you are doing, why you are doing it, and who are willing to participate. If anyone seems hesitant, talk to another person or come to office hours and talk about ways to contact another interviewee who might be more willing to talk to you. Good researchers do not pressure people to talk to them.

## **6. Other**

Your paper proposal will include your statement of topic, articles list, 4 articles uploaded on-line, interview questions, and permission letters. Make sure that all elements (except permission letters) are:

- Typed
- Double Spaced
- 12 point font
- 1 inch margins
- Stapled
- Include your name, ID#, date, and "paper proposal" at the top of the assignment (does not need to be double spaced).

## **Late policy**

Your paper proposal is due on February 4 at the beginning of class. For each 24 hour period that it is late, you will lose 1 point (if you submit it February 4 at the end of class you will lose 1 point; February 5 at 4:00 PM you will lose 2 points). You **must** have completed and received feedback on your paper proposal before you can submit the next assignment. To turn in your

introduction and interview responses on time for full credit, you must have turned in your paper proposal by February 25. You will not get any points if you hand it in this late, but you will receive feedback and the opportunity to obtain full points on the next assignment.

## Sample Permission Letter

Date

Dear Your name here,

I understand that you would like to interview me for a project on your topic here. I understand that this interview will take approximately estimated length of time here. The information I provide in this interview will be used as part of a course project for HDFS 433.

I know that my participation in this interview is voluntary. I understand that I have the right to refuse to answer any questions, or to stop the interview at any time.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**\*\*Note:** *If you are interviewing individuals under age 18, you will need permission letters from them and from their parent/guardian.*

*Feel free to edit this permission letter as needed, but make sure the necessary elements (understanding of topic addressed, understanding that interview is voluntary) are included.*

## **V. INTERVIEW RESPONSES & PLAGIARISM (5 points) DUE MARCH 4**

You will submit hard copies of your revised interview questions with responses in class. You also need to include your graded paper proposal with your responses. You will complete the plagiarism exercise on line.

### **1. Revised interview questions (2 points)**

When you received your graded Paper Proposal, it included feedback on how to improve your interview. You should submit your revised interview questions with this second assignment. You will earn 2 points for revising your interview questions to address the suggestions/comments that we provided on your Paper Proposal.

If you have any questions about the feedback on your interview questions, please feel free to see the instructor or the TAs, and bring your graded Paper Proposal with you.

### **2. Interview responses (2 points)**

Submit the responses to your interview from all interviewees as part of your assignment. Remember, these need to be either in person or by phone, not by email. If you added any additional interviews since your Paper Proposal, make sure to include the new permission letters. Please DO NOT include your interviewees' real names as part of their interview responses. You will lose points if you used a written or e-mailed questionnaire rather than giving a verbal interview.

### **3. Plagiarism exercise (1 point)**

On Angel, there is a LESSONS section called "Academic Integrity, Plagiarism, and Copyright." There is one module required for this assignment. It is called "academic integrity and plagiarism." There is a corresponding activity (Activity 2). You must complete this activity on line by March 4 to receive credit for it. You may take it as many times as you want.

### **Other**

Please include your name, ID#, and date when you hand in your assignment.

### **Late policy**

Your interview responses and plagiarism exercise are due on March 4 at the beginning of class. For each 24 hour period that it is late, you will lose 0.5 point (if you submit it March 4 at the end of class you will lose 1 point; March 5 at 4:00 PM you will lose 2 points). You **must** have completed and received feedback on your interview responses and plagiarism exercise before you can submit the next assignment (introduction). To turn in your introduction on time for full credit, you must have turned in your interview responses and plagiarism exercise by March 25. You will not get any points if you hand it in this late, but you will receive feedback and the opportunity to obtain full points on the next assignment.

## **VI. INTRODUCTION (10 points)**

### **DUE APRIL 1**

You will submit hard copies of your introduction and revised reference. You also need to include your graded paper proposal and interview responses with your introduction. You will submit your introduction and revised references (1 document) on turnitin.com by 2:30 PM April 1.

#### **1. Introduction (8 points)**

Your final paper will be like an hourglass. It will start broad (beginning of introduction), become more narrow (end of introduction and purpose), become most narrow (methods and results), and then broaden throughout the discussion. You can use any of the empirical articles we read this semester or that you found for your project as examples of how to write an introduction.

The introduction should be roughly 2 pages. It should review all 4 (or more) of your articles. Try to summarize across articles – do not just have a list (e.g., Jones found X, Smith found Y) but describe commonalities across articles [e.g., researchers have found X (Jones, Smith)]. Give some details about past work, but not too many. The introduction sets up your paper. Begin the introduction with a clear statement of what you are examining, and why it is important. Explain how the evidence in previous studies supports the issue you examined in your study. Point out the limitations of past research in setting up your own study. Make sure that the topics you cover are relevant to your topic. Avoid using quotations from other articles unless absolutely necessary. The goal should be to summarize past work in your own words. Students have the most difficulty avoiding unintentional plagiarism in the introduction. Use citations when necessary, but even when using citations, make sure you put things in your own words. End the introduction with a summary of the purpose of your own project.

When revising the introduction, go through it very carefully. Ask yourself the following questions: What is the point of each paragraph? Does each paragraph have only 1 main point (if not, you may need to separate out to two or more paragraphs)? Do you set up a clear argument by the end of the first paragraph? Do you critique studies or merely summarize the findings? Do you include unnecessary details about past studies?

#### **How to cite sources in introduction (and final paper)**

You will use APA style. You can either use the author(s)' name in the text, or as a parenthetical citation. In either case, there are the following rules:

##### **One author:**

Arnett (2000) argues that emerging adulthood, the period of development from age 18 to 25, exists as a separate part of the lifespan.

OR

Emerging adulthood, the period of development from age 18 to 25, involves identity development in multiple domains (Arnett, 2000).

**Two authors:**

Cook and Furstenberg (2002) describe the experience of the transition to adulthood in four different countries.

OR

In Sweden, many individuals become parents before they marry their partners (Cook & Furstenberg, 2002).

**Three to five authors, first time it appears in your paper:**

D'Augelli, Rendina, Grossman, and Sinclair (2008) describe lesbian and gay youths' expectations for monogamy and long term relationships.

OR

Most lesbian and gay youth anticipate having monogamous relationships by the time they are 30 years old (D'Augelli, Rendina, Grossman, & Sinclair, 2008).

**Three to five authors, when you have already referred to the article at least one time:**

D'Augelli et al. (2008) describe lesbian and gay youths' expectations for monogamy and long term relationships.

OR

Most lesbian and gay youth anticipate having monogamous relationships by the time they are 30 years old (D'Augelli et al., 2008).

**Six or more authors:**

Carroll et al. (2007) found that most college students highly valued marriage.

OR

The majority of college students highly value marriage (Carroll et al., 2007).

**2. Revised References (2 points)**

You will submit a revised copy of your references in APA style, taking into account the feedback from your proposal, with your introduction (they should be in one document, and should be uploaded to turnitin.com as one document).

You will need to submit your introduction and revised references to turnitin.com. To do so:

- Your file needs to be in Word, Wordperfect, Postscript, PDF, HTML, RTF, or plain text
- Go to your turnitin home page
- Select HDFS 433
- Click on the gray submit button to the right of “introduction” under the submit column.
- Enter a title
- Click “Browse for the file to upload” to find your file
- Click “upload”
- You will see a preview of your paper. Assuming it is correct, click “Submit”
- You will receive a digital receipt to your email account

### **How to view your originality report**

There is a lot of information about the meaning of the originality report here, starting on page 19. [http://turnitin.com/resources/documentation/turnitin/training/en\\_us/Student\\_Manual\\_en\\_us.pdf](http://turnitin.com/resources/documentation/turnitin/training/en_us/Student_Manual_en_us.pdf)  
 In brief:

- You will receive a score. Do not worry too much about the score; some legitimate overlaps, like properly typed references, will make your originality score higher.
- To open the report, click the % icon under “report” in your portfolio.
- The left side of the report shows the paper that you submitted.
- The right side of the report lists sources that have text that matches your own.
- Any part of your paper that overlaps with an existing source will be highlighted; each overlap source receives a different color and a number.
- You can click on any number to show the exact section of the original sources where there is overlap.
- By looking at the highlighted sections of your paper, and the overlapping sections of other sources, you will have a sense as to whether you need to revise your paper
- If there is overlap with any of your references, check your work carefully. Have you put the original source in quotes (though remember, you should use quotes very minimally; the goal of the paper is to be able to describe things in the introduction in your own words)? If there is overlap and it is not in quotes, you need to consider rewriting this section. When in doubt, email the instructors and we can look on the site and see if we agree that there is too much overlap.
- If there is overlap with another source, ask yourself why it might be. Did you rely at all on an online source? Did you share your paper with someone else in the class?
- If you are looking at your originality report, and there is a match with "HDFS 433 article 1 (or 2, 3, 4 or extra)" it means that you have a match with one of the articles that someone uploaded for this course. Unfortunately, the way turnitin.com is set up you cannot automatically see it. However, you should be able to find the matching passage in your copy of the article.

### **Revisions**

- After you have seen the originality report, if necessary, you can revise your paper.
- I have set up the features in turnitin.com so that students can resubmit their paper to replace their earlier version.
- Please be mindful of the paper deadline. The originality report is not immediately available (some students last semester said it took about 12 hours; TII says that an originality report for a new version of a paper can take as long as 20 hours). In order to have enough time to look at your originality report, you should not wait until the night before it is due to upload your



introduction. If you upload your introduction at 11:00 PM on March 31, you will not have time to revise it and upload a second version before the introduction deadline.

### **Other**

Please include your name, ID#, and date when you hand in your assignment.

### **Late policy**

Your introduction and revised references are due on April 1 at the beginning of class. For each 24 hour period that it is late, you will lose 1 point (if you submit it April 1 at the end of class you will lose 1 point; April 2 at 4:00 PM you will lose 2 points). You **must** have completed and received feedback on your introduction before you can submit the next assignment (final paper). To turn in your final paper on time for full credit, you must have turned in your introduction and revised references by April 15. You will not get any points if you hand it in this late, but you will receive feedback and the opportunity to obtain full points on the next assignment.

## **VI. FINAL PAPER (35 POINTS) DUE APRIL 22**

Your final paper should be 5 to 7 pages of text (plus title page, abstract, and references). You should submit the hard copy of your full document in class. You also should submit your three previously graded assignments. You also should submit the complete paper on turnitin.com by 2:30 PM on April 22.

### **1. Sections of the paper**

Think of your paper as an hourglass. It will start broad (beginning of introduction), become more narrow (end of introduction and purpose), become most narrow (methods and results), and then broaden throughout the discussion. You can use any of the empirical articles we read this semester or the articles you read as guides of the particular format. The specific sections of your paper will be:

#### **Abstract (3 points)**

The abstract should be able to stand alone. If someone read only the abstract, they should understand what the study was and what you found. It should be a summary including the study purpose, methods, results, and conclusions. It should not exceed 150 words. You should write the abstract after you finish all other sections. It appears on a separate page at the start of your paper.

#### **Revised Introduction (5 points)**

Use the feedback you received on your last version of the introduction to revise this version. By following our suggestions, you should be able to earn the full 5 points.

#### **Methods (7 points)**

The methods should be 1/2 to 1 page. In the Methods section, describe what you did. Make sure that you describe the interviewees. Include total number, number of men/women, ages (or age range), and, depending on your topic, other information that may be relevant (as some examples, race/ethnicity, college student status, religion, major, relationship status...). Not everything will be relevant to every paper, but make sure that yours includes information that is relevant to yours. Do not use the interviewees' names. Next describe how you interviewed them (in person or by phone), about how long it took, and anything else noteworthy about the interview. Finally, describe the interview questions. If any involved rating scales, include information about the scales.

#### **Results (7 points)**

Results should be 1/2 to 1 page. Clearly describe what you found in your interviews. Present results that are relevant to the points in your paper. Summarize across interviewees when useful (e.g., "all three men and two of the three women expected to be married by age 30"; "Compared to the older participants, they younger participants described more situations where drinking might lead to problems). You may use some examples from the interviews to illustrate your points (make sure to put the responses in quotes), but be sure that you also summarize findings and do not exclusively rely on quotations.

### **Discussion (6 points)**

The discussion should be 1-2 pages. Begin with a very brief summary of what you found. Next, explain how the findings from your project relate to the literature you read and summarized in the introduction. You should include citations of the articles you read, comparing yours to theirs. The discussion is the time to really present your own opinion of what you have done. Often phrases such as “this study suggests that” or “it is possible that” are useful in making these points, without making too strong a statement. Point out the limitations of your own approach. Make suggestions for future research. The introduction and discussion are likely the most challenging sections. Make sure that you spend plenty of time working on them, and that you revise them multiple times.

### **2. References, formatting, and writing (7 points)**

You should write your paper in the style of the American Psychological Association (APA). In addition to having the proper sections described above, your paper should include a title page at the beginning and a reference page at the end. See sample title page at the end of this document, and see earlier instructions on how to write references for guidelines on the reference page. You received feedback on your references in your proposal, and again with your introduction. They should be perfect at this point!

Here are some other things to consider as you work on editing your paper.

1. Check the organization of the paper. Are key points presented up front? Is the Method section clearly written? Can you follow the Results? Go through and jot down the key point of each paragraph in the margin. Do the points follow in an order that makes sense?
2. Is there extraneous information? Two areas where writers often include unnecessary or insufficient material are in the first paragraph of the Introduction and in the Methods section. Does the Introduction start with a vague overview of problems in America? If so, you may want to cut this paragraph. Does the Methods section include a list of each participant’s age, place of residence and occupation? If so, try condensing this information in a meaningful way (e.g., age range, average age).
3. Read the Discussion section carefully. Make sure you are interpreting rather than summarizing findings. Do you explain why the interviewees’ responses did or did not match the findings of past studies that you summarized in the introduction? Do you clearly explain the limitations of your own approach to the problem? Do you offer suggestions for future research?
4. Format and spelling. Did you divide the paper into the correct sections (they should **not** be on separate pages)? Is your paper free of grammatical and spelling errors? Did you use proper APA citation style?

### 3. Other

The paper should follow all of the writing requirements for this class, specifically:

- Typed
- Double-spaced
- 1" margins
- 12 point font.
- Stapled
- Page numbers
- Include on the title page (in APA format) name, ID#, title
- Submit your two previous graded assignments with your final paper, and paper clip them all together

### 4. Turnitin.com

Follow guidelines under introduction (page 15) on how to use turnitin.com. Submit to “final paper” assignment. Remember to submit it early enough to have time to look at your originality report. Make sure that you submit your full paper, including title page and references, on the website. We will deduct points if the full paper is not submitted.

**ALL STUDENTS MUST SUBMIT THEIR PAPERS TO TURNITIN.COM BY 2:30 PM, APRIL 22. IN ADDITION, ALL STUDENTS MUST SUBMIT A HARD COPY, WITH THEIR GRADED PAPER PROPOSAL AND INTERVIEWS, TO CLASS BY 2:30 PM ON APRIL 22.**

### 5. Late policy

Your paper is due on April 22 at the beginning of class. You must also upload a version to turnitin.com by this time. For each 24 hour period that it is late, you will lose 3 points (if you submit it April 22 at 4:00 PM you will lose 6 points). You **must** have completed and received feedback on your introduction before you can submit this paper.

### 6. Title page

Sample title page is on the next page. Try to come up with a title that is interesting and descriptive, but not too long. Avoid phrases that do not convey any meaning like “a study of” or “interviews with” or “the evaluation of.” Please include your ID# after your name.

How Gendered Attitudes and Traits Relate to Women's and Men's Sexual Behaviors and Beliefs

Eva S. Lefkowitz

The Pennsylvania State University