

C.1

Cumulative Essay 3 (try to complete in 3.5 pages; 4 page maximum, 10 points)

Section 1 (about 1 page, 1.5 possible points)

Traditional models of families. Describe ways in which the *traditional* family theories/perspectives in Chapter 6 of the text may be useful in helping you to understand this individual experiencing this life event/condition within the context of her/his family. The course text will be included as a reference for this section.

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Section 2 (about 1 page, 1.5 possible points)

Alternative models of families. Describe ways in which the *alternative* family theories/perspectives in Chapter 6 of the text and other course resources (e.g., online lectures, readings) may be useful in helping you to understand this individual experiencing this life event/condition within the context of her/his family. The course text will be included as a reference for this section, as will other course resources (e.g., online lectures, readings) if you use them.

Section 3 (about 1 paragraph, 2 possible points)

Research about families. Describe additional research-based information about families related to your selected individual that may help you to understand this individual and her/his family. Use at least one peer-reviewed journal article for this portion of the essay. Because it is extremely unlikely that you will locate an article that focuses on families who are exactly like that of your selected individual in race, ethnicity, age, religion, gender, social class, and nationality, etc., you will need to think critically about which population focus (for example, one focusing on single mothers or fathers, on stepfamilies, on your particular racial or ethnic group, on families with members who have disabilities) may be most helpful to you. End this paragraph by explaining whether this information is consistent with *traditional* perspectives, with *alternative* perspectives, or both. Support your classification.

Section 4 (about 1 paragraph, 1 point)

Critique of traditional and alternative models of families. Critique both traditional and alternative perspectives for their usefulness in understanding this individual's family. Specifically, what do they help you to understand and what do they not help you to understand about this family?

Section 5 (about 1 paragraph, 1 possible point)

Individual and family strengths. Thinking critically about all your research, describe at least 4 strengths that this individual, in this family context, might bring to bear in facing this life event. That is, what coping skills and other resources might s/he have available to maintain her/his well-being (i.e., to be resilient) or to thrive as s/he faces this event? Be sure that at least one strength is at the level of the individual and one is at the level of the family; the others might be at the level of the individual, family, community, or another larger system with which s/he interacts.

Scholarly Writing/APA Format (3 possible points)

Number of references: (.5 point)

Writing style (third person, objective, and provide evidence for assertions): (.75 point)

APA format (title page, page numbering, 1-inch margins, use of headings, use of page headers, spacing and punctuation, paragraph format; left-justification; double-spacing; references); page limit; Times New Roman, Courier New, or Arial 12-point font: (.75 point)*

Writing quality (grammar, punctuation, spelling, organization): (1 point)

*You do not need to create an abstract, introduction, or conclusion for this essay.

Timeliness

1/2 point will be deducted from the grade for this assignment if the draft is not submitted to your writing support group by the deadline; 1 point will be deducted from your grade for this assignment if it is not submitted to the instructor by the deadline. Students in the Peer Writing Support Group will not be required to provide feedback on drafts submitted after the due date/time listed on the Course Outline. The instructor will not accept submissions more than one week late.

Final Cumulative Essay (10 pages maximum, 20 possible points)

You now have written and received feedback on most portions of this paper. For this essay, you will put together your three cumulative papers into one Final Cumulative Essay, creating an abstract, introduction, and conclusion. Note that you will make important revisions in presentation order, so be sure to carefully read the outline (below).

You also will be "tightening" your paper, selecting the most important/useful information for inclusion in this essay. For example, in Cumulative Essays 1 and 2 you were asked to write a total of approximately seven pages about what traditional and alternative perspectives help you to understand about this individual. For this essay you will glean the most useful information in these areas and condense it into approximately 3 pages. This step allows you to further develop your critical thinking skills ("Considering everything I've learned, what information is most important for the reader to know?") and to hone your writing skills--to present useful information as concisely as possible.

You also will edit the final paper as needed (including modifying your headings), revise it based on peer and instructor feedback that you have received, and do any other "polishing" needed to make it into a professional paper following APA format. The 10 page maximum does not include your title page, abstract, or references page.

Final Cumulative Essay Outline

Title page

Abstract

I. Introduction* (1 paragraph, 1 point)

II. Focal individual and event (about 1.5 pages, 2.5 points)

A. Description of individual (from Essay 1, Section 1)

B. Description of life event (from Essay 1, Section 2)

III. Perspectives for understanding this individual (about 3 pages, 2.5 points)

A. Traditional perspectives (from Essay 1, Section 3)

B. Alternative perspectives (from Essay 2, Section 1)

Note that you will insert your research-based information (from Essay 2, Section 3) about the individual under either A or B, depending on whether you classified it as reflecting traditional or alternative perspectives in Essay 2.)

C. Critique of the usefulness of traditional and alternative perspectives (from Essay 1, section 4 AND Essay 2, Section 2)

IV. Perspectives for understanding this individual's family (about 3 pages, 2.5 points)

A. Traditional perspectives (from Essay 3, Section 1)

B. Alternative perspectives (from Essay 3, Section 2)

Note that you will insert your research-based information about the individual's family (from Essay 3, Section 3) under either A or B, depending on whether you classified it as reflecting traditional or alternative perspectives in Essay 3.)

C. Critique of traditional and alternative perspectives (from Essay 3, Section 4)

V. Possible strengths/resilience of this individual and her/his family (about 1 paragraph, 2 points)

(Essay 3, Section 5)

VI. Conclusion** (1 paragraph, 1.5 points)

References

* Re your Introduction: As we'll discuss during class, the purpose here is to tell your reader the purpose of your paper--to let her/him know what is in the following pages. You may want to start this paragraph with something like "This paper will..." or "The purpose of this paper is to..."

** Re your Conclusion: As we'll discuss during class, the purpose here for this paper is to pull it all together, emphasize what is most important for the reader to remember, etc. Based on your research and critical inquiry, what is most important for social workers to keep in mind about what the theories, models, and research suggest about the development, behavior, and strengths of this individual experiencing this life event? You might want to start this paragraph with something like, "As described in this paper..." then move into what social workers need to keep in mind.

Scholarly Writing/APA Format (8 points)

Number of references (be sure that your final paper cites all references used in Essays 1-3 and that all these references are included in your References list): (2 points)

Writing style (third person, objective, and provide evidence for assertions): (2 points)

APA format (title page, abstract, page numbering, 1-inch margins, use of headings, use of page headers, spacing and punctuation, paragraph format; left-justification; double-spacing; references); page limit; Times New Roman, Courier New, or Arial 12-point font: (2 points)

Writing quality (grammar, punctuation, spelling, organization): (2 points)

I strongly recommend that all students make an appointment with the ASU Writing Center as you develop this final essay to benefit from their ideas about writing, especially about creating an abstract, an introduction, and a conclusion, and about editing your paper to meet the page limits.

Timeliness

1/2 point will be deducted from the grade for this assignment if the draft is not submitted to your writing support group by the deadline; 2 points will be deducted from your grade for this assignment if it is not submitted to the instructor by the deadline. Students in the Peer Writing Support Group will not be required to provide feedback on drafts submitted after the due date/time listed on the Course Outline. The instructor will not accept submissions more than one week late.

C.1

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Examples of Life Events for Cumulative Essays

Here are a few examples of life events that would work for your essays. They are a starting point for your thinking as you select your topic--there are an unlimited number of possibilities that you can focus on, depending on your area of interest. Select an event (or a combination) that you want to learn more about and that is relevant for social work. Be sure to email me with your ideas for both your focal person and the event before starting your research so I can give you feedback. See the Course Calendar for due dates for these emails.

1. Being diagnosed with a physical health condition or physical disability (e.g., heart condition, cancer, diabetes, dementia, PKU, multiple sclerosis, paralysis, hearing impairment or deafness, visual impairment or blindness, loss of [a] limb[s]). For your essays, your focal person may receive such a diagnosis, or her/his child, partner/spouse, parent, etc., might have such a diagnosis. (See Note, below.)
2. Being diagnosed with a mental health condition (e.g., bipolar disorder, depression, schizophrenia, post traumatic stress disorder). For your essays, your focal person may receive such a diagnosis, or her/his child, partner/spouse, parent, etc., might have such a diagnosis. (See Note, below.)
3. Coming out (to self or others) as lesbian, gay, bisexual, or transgender; or having a family member come out to your focal person.
4. Impending death of your focal person or of a parent, partner/spouse, and/or child.
5. Experiencing or perpetrating child maltreatment (physical abuse or neglect, sexual abuse, or emotional abuse or neglect).
6. Experiencing, perpetrating, or being a child witness of partner abuse/domestic violence, rape, or sexual assault.
7. Experiencing, witnessing, or perpetrating another type of violent crime against people or animals.
8. Experiencing or perpetrating bullying in school or another situation.
9. Living in a war zone, either as a member of the military or as a civilian; or having a family member in a war zone.
10. Experiencing an identity crisis related to race, ethnicity, etc.
11. Living in poverty, being homeless, and/or lacking adequate food for self or family.
12. Losing one's job or other source of income, losing one's home, or being underemployed.
13. Partnering/marrying, breaking up/divorcing, or re-partnering/re-marrying; or being a child in a family that is going through any of these transitions.

14. Going to prison, or having a parent or other family member in prison.
15. Having an unplanned pregnancy.
16. Having substance-use problems, such as alcoholism or an addiction to prescriptions or other drugs.
17. Living in a violent neighborhood or being a member of a gang, or having a child or sibling in a gang.
18. Experiencing or perpetrating a hate crime or other type of discrimination.
19. Leaving school (dropping out) before completing high school.
20. Entering college as the first person in her/his family to do so.
21. Migrating (either as a documented or undocumented immigrant) to the U.S.
22. Being a U.S.-born citizen whose parents are undocumented immigrants.
23. Entering, living in, or leaving foster care.
24. Adopting a child from a different racial/ethnic group, or being a child who is adopted by a person from a different racial/ethnic group.

Remember, these are only ideas--you can select an event or situation that interests you the most.

You also might need to combine some of these events for your essays. For instance, if you're interested in learning about children whose parents are in prison, you might also address (1) living in poverty if the remaining parent does not have an adequate income or (2) entering foster care if the child has to do so. As another example, you might focus on someone who has post traumatic stress disorder as a result of living in a war zone or being the victim of rape or another violent crime.

***Note:** If you're focusing on a person with a physical health condition, physical disability, or mental health condition then the point of diagnosis might be your "event." BUT--rather than the "event," the condition might be a part of the description of the individual (see Section 1 of Essay 1 assignment description). Then, depending on the condition, your "event" might be that s/he is entering elementary school, middle school, high school, college, or first job; s/he is entering or living in foster care; s/he is partnering/marrying; s/he is moving from her/his parents' home into a group home or to live on her/his own for the first time; s/he is parenting; s/he has experienced a hate crime or other type of discrimination; or any other item from this list of suggestions.

Questions About Essay Assignments

Prepared September 3, 2009, at 11:15 a.m.

Question 1: Can I use a real person for my essays, or should I make up a fictional person?

Ideally, you will create a fictional person for your essay assignments.

That said, I realize that you may find these essays more interesting and useful if you are seeking to understand the development and behavior of a particular person as you create your essays. BUT--you need to keep in mind that our TA Steve Hoffman, 3 students in your Peer Writing Group, a writing tutor (if you use this consultation), and I all will be reading your essays. You therefore must think about how to maintain your focal person's confidentiality--an important skill for social workers. Changing the characteristics required for Section 1 of Essay 1 (pasted below) and modifying the event described in Section 2 might help you to do so.

"Section 1: . . . Specifically, include information about the age, gender, race, ethnicity, social class, physical and mental health and (dis)abilities, religion and/or spiritual beliefs, sexual orientation, education, nationality, family composition, and any other information that you perceive may be important when trying to understand the development of this individual. To be most relevant for social work in today's economic climate, this individual must be having (or be at risk of having) some type of financial difficulties, such as someone who is living in poverty, working class, lower middle class, and/or a member of a family experiencing involuntary underemployment or unemployment. (No references are needed for this section.)"

Question 2: Do I need to include information about all of the characteristics listed in Section 1 of Essay 1?

Yes, you need to include information about the age, gender, race, ethnicity, social class, physical and mental health and (dis)abilities, religion and/or spiritual beliefs, sexual orientation, education, nationality, family composition, and any other information that you perceive may be important when trying to understand the development of this individual. To be most relevant for social work in today's economic climate, this individual must be having (or be at risk of having) some type of financial difficulties, such as someone who is living in poverty, working class, lower middle class, and/or a member of a family experiencing involuntary underemployment or unemployment. (No references are needed for this section.)

(I will add more questions to this list as students send me questions that likely will apply to everyone's essays.)

Arizona State University
 College of Public Programs
 School of Social Work
SWU 303 Micro Human Behavior in the Social Environment
 Fall 2009

Instructor: Dr. Lynn Holley

Course Outline

Week	Topics	Activities/Assignments
WEEK 1 8/24/09 - 8/30/09	<ul style="list-style-type: none"> • introduction to course • what is "human behavior and the social environment"? • paradigms and critical thinking • ecological perspective 	<ul style="list-style-type: none"> • Review course announcements • Review course syllabus, outline, and assignments • Review student orientation material • Participate in the (ungraded) Introductions Discussion Board (available 8 a.m. Monday, 8/24 to 5 p.m. Friday, 8/28) • Read Chapter 1 of the text (you do <u>not</u> need to read the Illustrative Reading at the end of this chapter) • View online lecture • Complete Quiz 1 on Chapter 1 of the text (available 8 a.m. Monday, 8/24 to 5 p.m. Sunday, 8/30)
WEEK 2 8/31/09 - 9/6/09	<ul style="list-style-type: none"> • biopsychosocial/spiritual framework • self-awareness • characteristics of traditional and alternative perspectives • selecting a population and life event for essay assignments 	<ul style="list-style-type: none"> • Read text, Chapter 2 (you <u>do</u> need to read the Illustrative Reading at the end of this chapter) • Read Hodge (2000) article • View online lecture • Complete Discussion Board 1 (available 8 a.m. Monday, 8/31 to 5 p.m. Friday, 9/4) • Email instructor with your idea for a person and life event that you will focus on for your Essays (see Assignments document)
WEEK 3 9/7/09 - 9/13/09	<ul style="list-style-type: none"> • models and theories • social systems/ecological perspectives • strengths-based perspectives • empowerment perspectives • final selection of individual and life event for essay assignments 	<ul style="list-style-type: none"> • Read text, Chapter 3 (you do <u>not</u> need to read the Illustrative Reading at the end of this chapter) • View online lecture • Complete Quiz 2 on Chapters 2 and 3 of text (available 8 a.m. Monday, 9/7 to 5 p.m. Sunday 9/13) • Email instructor by 5 p.m. on Sunday, 9/13, about individual and life event you have selected for your essay assignments
WEEK 4 9/14/09 - 9/20/09	<ul style="list-style-type: none"> • peer-reviewed articles (why and how to find them) • APA formatting • paraphrasing, correct citations, and plagiarism 	<ul style="list-style-type: none"> • Review writing resources available on Blackboard • Make an appointment with the ASU Writing Center (recommended) • Locate 1 peer-reviewed article or textbook for Essay 1 and prepare References page in APA format

<p>WEEK 5 9/21/09 - 9/27/09</p>	<ul style="list-style-type: none"> stage-based theories of development subordinated social groups and traditional theories 	<ul style="list-style-type: none"> Read text, Chapter 4 (you <u>do</u> need to read the Illustrative Reading at the end of this chapter) View online lecture Meet with ASU Writing Center staff (recommended) Complete Quiz 3 on Chapter 4 of text (available 8 a.m. Monday, 9/21 to 5 p.m. Sunday, 9/27)
<p>WEEK 6 9/28/09 - 10/4/09</p>	<ul style="list-style-type: none"> critically applying traditional perspectives to understand individual development and behavior 	<ul style="list-style-type: none"> Complete Module 6 activities posted on Blackboard Submit Cumulative Essay 1 draft to Peer Writing Group no later than 5 p.m. Saturday, 10/3
<p>WEEK 7 10/5/09 - 10/11/09</p>	<ul style="list-style-type: none"> alternative perspectives for understanding individual development and behavior 	<ul style="list-style-type: none"> Read text, Chapter 5 (you <u>do</u> need to read the Illustrative Reading at the end of this chapter) View online lecture Complete Quiz 4 on Chapter 5 of text (available 8 a.m. Monday, 10/5 to 5 p.m. Sunday, 10/11) Provide written feedback to peers in Writing Group no later than 5 p.m. Wednesday, 10/7 Submit Cumulative Essay 1 to instructor no later than 5 p.m. on Sunday, 10/11
<p>WEEK 8 10/12/09 - 10/18/09</p>	<ul style="list-style-type: none"> critically applying alternative perspectives to understand individual development and behavior strengths and individuals 	<ul style="list-style-type: none"> Complete Module 8 activities posted on Blackboard Complete Discussion Board 2 (available 8 a.m. Monday 10/12 to 5 p.m. on Friday, 10/16) Submit Cumulative Essay 2 draft to Writing Group no later than 5 p.m. on Saturday, 10/17
<p>WEEK 9 10/19/09 - 10/25/09</p>	<ul style="list-style-type: none"> traditional perspectives on families 	<ul style="list-style-type: none"> Read text, Chapter 6, pages 302-326 View online lecture Provide written feedback to peers in Writing Group no later than 5 p.m. on Wednesday, 10/21 Submit Cumulative Essay 2 to instructor no later than 5 p.m. on Sunday, 10/25
<p>WEEK 10 10/26/09 - 11/1/09</p>	<ul style="list-style-type: none"> applying alternative perspectives on families families and poverty 	<ul style="list-style-type: none"> Read text, Chapter 6, pages 326-379 View online lecture Read articles posted on Blackboard Complete Quiz 5 on Chapter 6 of text (available 8 a.m. Monday, 10/26 to 5 p.m. Sunday, 11/1)

<p>WEEK 11 11/2/09 - 11/8/09</p>	<ul style="list-style-type: none"> • applying traditional and alternative perspectives on families 	<ul style="list-style-type: none"> • Complete Module 11 activities posted on Blackboard • Submit Cumulative Essay 3 draft to Writing Group no later than 5 p.m. on Saturday, 11/7
<p>WEEK 12 11/9/09 - 11/15/09</p>	<ul style="list-style-type: none"> • applying traditional and alternative perspectives on families • families with transgender children 	<ul style="list-style-type: none"> • Complete Module 12 activities posted on Blackboard • Make appointment with ASU Writing Center (recommended) • Complete Discussion Board 3 (available 8 a.m. Monday 11/9 to 5 p.m. on Friday, 11/13) • Provide written feedback to peers in Writing Group due no later than 5 p.m. on Wednesday, 11/11 • Submit Cumulative Essay 3 to instructor no later than 5 p.m. Sunday, 11/15
<p>WEEK 13 11/16/09 - 11/22/09</p>	<ul style="list-style-type: none"> • applying traditional and alternative perspectives on families • preparing an academic paper using APA format 	<ul style="list-style-type: none"> • Review writing resources available on Blackboard • Meet with ASU Writing Center staff (recommended)
<p>WEEK 14 11/23/09 - 11/29/09 (11/26 - 11/27: Thanksgiving break)</p>	<ul style="list-style-type: none"> • families and mental illnesses 	<ul style="list-style-type: none"> • Complete Module 14 activities posted on Blackboard • Submit Final Cumulative Essay draft to Writing Group no later than 5 p.m. on Saturday, 11/28
<p>WEEK 15 11/30/09 - 12/6/09</p>	<ul style="list-style-type: none"> • "polishing" an academic paper • similarities, differences, personal biases, and social work practice 	<ul style="list-style-type: none"> • Complete Discussion Board 4 (available 8 a.m. Monday 11/30 to 5 p.m. on Friday, 12/4 • Provide written feedback to peers in Writing Group no later than 5 p.m. on Wednesday, 12/2 • Final Cumulative Essay due to instructor no later than 5 p.m. on Sunday, 12/6



Weekly Modules



Module 1

Here you'll find all of the materials and assignments for Week 1-- Introduction to the Course. In addition to reviewing these materials, please note that you have 2 assignments due this week:

(1) Participate in the (ungraded) Introductions Discussion Board between 8 a.m. Tuesday, 1/19 and 5 p.m. Friday, 1/22, and

(2) Complete Quiz 1 on Chapter 1 of the text between 8 a.m. Tuesday, 1/19 and 5 p.m. Tuesday, 1/26.



Module 2

Here you'll find all of the materials and assignments for Week 2 of the course. In addition to reviewing these materials, please note that you have 2 assignments due this week:

(1) Participate in Discussion Board 1 between 8 a.m. Monday, 1/25 and 5 p.m. Friday, 1/29, and

(2) Email me by 5 p.m. Thursday, 1/28 with your tentative focal person and life event that you will focus on for your Essays (see Assignments document).

IN ADDITION, COMPLETE QUIZ 1 BY 5 P.M. TUESDAY, 1/26 IF YOU HAVE NOT YET DONE SO.



Module 3

Here are all of the materials and assignments for Week 3. In addition to reviewing these materials, please note that you have 2 assignments due this week:

(1) Complete Quiz 2 on Chapters 2 and 3 of the text between 8 a.m. Monday 2/1 and 5 p.m. Tuesday 2/9, and

(2) IF YOU HAVE NOT ALREADY DONE SO, email me no later than 5 p.m. Thursday, 2/4 with your decision regarding your person and life event that you will focus on for your Essays (see Assignments document). (You may earn up to 1 point for successfully meeting this course requirement.) IF I HAVE ALREADY ASSIGNED YOU THE 1 POINT FOR THIS ASSIGNMENT, THEN YOU DO NOT NEED TO SEND ME AN EMAIL

THIS WEEK unless you want additional feedback.



Module 4

As you begin work on **Essay 1**, this week you will focus on developing skills required for conducting library research and writing papers according to American Psychological Association (APA) format.

This week you will:

- 1. Complete Quiz 2 by 5 p.m. Tuesday, 2/9 if you have not yet done so.
- 2. Read Chapters 3, 4, and 5 of the APA manual (6th edition).
- 3. Review the library and writing resources available in this module (click on "Module 4," above)*. Links are provided for ASU Library tutorials on locating articles for your essay assignments and for sites addressing writing skills and APA citation formats. It also is imperative that you review the two sites related to plagiarism, as based on my experience many students are not familiar with this serious issue. Following instructions on these sites will prevent you from inadvertently plagiarizing another's work.

4. Email Ms. Stephanie Bancroft, ASU Writing Center tutor, at Stephanie.Bancroft@asu.edu to (a) ask for consultation as you select your peer-reviewed article for Section 2 of Essay 1; and/or (b) let her know what day you will be emailing her a draft of Essay 1 for her feedback (recommended, but not required). I will post an announcement with her hours of availability.

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5. Locate 1 peer-reviewed article for Essay 1 (see requirements for section 2), and prepare your References page in APA format. (See pp. 49-51 of the APA manual for examples.) NOTE THAT YOUR REFERENCES PAGE FOR ESSAY 1 WILL INCLUDE AT LEAST 2 REFERENCES: THE RESOURCE YOU USE FOR SECTION 2 AND OUR COURSE TEXT. You do NOT need to turn in this reference page this week; save it to turn in with Essay 1.

6. Work on your draft of sections 1 and 2 of Essay 1.

*A special thanks to Angela Clark-Oates of the ASU Writing Center and Stephanie Bancroft for preparing the writing resource list.



Module 5

Here are all of the materials and assignments for Week 5. In addition to reviewing these materials, please note that you have 1 required assignment and 1 recommended assignment due this week:

- (1) Required: Complete Quiz 3 on Chapter 4 of the text between 8 a.m.

Monday 2/15 and 5 p.m. Tuesday 2/23, and

(2) Recommended: Consult with Ms. Stephanie Bancroft about Essay 1.

C.4

In addition, after reading Chapter 4 you will be able to work on your draft of section 3 of Essay 1.



Module 6

Here are the materials for Week 6. In addition to reviewing these materials, please note that you have 2 assignments due this week:

(1) Complete Quiz 3 by 5 p.m. Tuesday, 2/23 if you have not already done so, and

(2) Complete Quiz 4 on Chapter 5 of the text between 8 a.m. Monday 2/22 and 5 p.m. Tuesday 3/2.

In addition, after reading Chapter 5 you will be able to work on your draft of sections 4 and 5 of Essay 1. You can view Essay Presentation 2 (located under "Course Information," then "Assignments") for an example of how to apply alternative perspectives to understand your focal person.

REMEMBER THAT YOUR CUMULATIVE ESSAY 1 DRAFT IS DUE TO YOUR PEER WRITING GROUP NO LATER THAN 5 P.M. MONDAY, 3/1. For instructions on submitting it to your group, go to "Course FAQs," then "Questions About Peer Writing Groups," then "How to Submit Your Essay to Your Peer Writing Group."

Finally, keep in mind that you have the OPTION of submitting your essay draft for feedback from Kristi Hickle (our class TA) and/or Stephanie Bancroft (ASU Writing Center tutor). You may submit all or part of your Essay 1 draft to them by TUESDAY, FEBRUARY 23rd and they will provide feedback by Friday, February 26th.



Module 7

This week you will submit your Essay 1 draft to your writing group on Monday (today), and read and provide feedback on your peers' drafts by Thursday.

This week's module contains two items: "Submitting Your Essay 1 Draft to Your Peer Writing Group," and instructions for submitting your Essay 1 to the instructor (due Monday, 3/8).

As stated above, you have two assignments due this week:

1. Submit Essay 1 draft to your Peer Writing Group no later than 5 p.m. Monday, 3/1 (today); and

2. Provide written feedback to peers in your writing group by 5 p.m. Thursday, 3/4.



Module 8

After submitting your Cumulative Essay 1 to the instructor no later than 5 p.m. Monday, 3/8 (today), you will participate in Discussion Board 2. I also recommend that you locate a peer-reviewed article for section 1 of Essay 2.

Your assignment due dates for this week are:

- 1. Submit Cumulative Essay 1 to instructor no later than 5 p.m. Monday, 3/8 (today); and
- 2. Complete Discussion Board 2 between 8 a.m. Monday 3/8 and 5 p.m. Friday 3/12.

(There are no additional materials in this folder, so no need to click on "Module 8," above.)



Module 9

Here are the materials for Week 9.

No assignments are due during this week, but you can work on the following activities in preparation for completing your Essay 2 draft by 4/5:

- 1. Draft section 1 of Essay 2,
- 2. Draft section 2 of Essay 2 after completing the reading and viewing this week's lecture, and
- 3. Locate a peer-reviewed article for section 4 of Essay 2.



Module 10

Here are the materials for Week 10. In addition to reviewing these materials, please note that you have 1 assignment due this week:

Complete Quiz 5 on Chapter 6 of the text (available 8 a.m. Monday, 3/29 to 5 p.m. Tuesday, 4/6).

REMEMBER THAT YOUR CUMULATIVE ESSAY 2 DRAFT IS DUE TO YOUR PEER WRITING GROUP NO LATER THAN 5 P.M. ON MONDAY, 4/5. If you are submitting your Essay 2 draft to Kristi or Stephanie for their feedback (OPTIONAL), you must do so by 5 P.M. TUESDAY, MARCH 30TH.

C.4

After completing the readings and viewing this week's lecture, you will have

covered all content needed for writing the remaining sections of Essay 2: sections 3, 4, 5, and 6. I recommend that you view Steve Hoffman's Essay Presentation 3 (located under "Course Information," then "Assignments") for an example that will help you with sections 2-6 of Cumulative Essay 2.



Module 11

Here are the materials for Week 11. In addition to reviewing these materials, please note that you have 3 assignments due this week:

1. **Submit Cumulative Essay 2 draft to Peer Writing Group** no later than 5 p.m. on Monday, 4/5 (today).
2. Complete Quiz 5 on Chapter 6 of the text by 5 p.m. Tuesday, 4/6 if you have not already done so.
3. **Provide written feedback to peers in Writing Group** no later than 5 p.m. Thursday, 4/6.



REMEMBER THAT ESSAY 2 IS DUE TO THE INSTRUCTOR NO LATER THAN 5 P.M. MONDAY, 4/12.



Module 12

You have 2 assignments due this week:

1. Submit Cumulative Essay 2 to instructor no later than 5 p.m. Monday, 4/12 (today), and
2. Complete Discussion Board 3 (available 8 a.m. Monday 4/12 to 5 p.m. on Friday, 4/16).

Now that you have completed Cumulative Essays 1 and 2, you can begin putting together your draft of your Final Cumulative Essay. See the Assignments document for instructions for this final essay.



Module 13

To assist you as you develop your final essay, this week's module includes information about revising your essay and writing abstracts, introductions, and conclusions.

Please note that your **Final Cumulative Essay draft is due to your Peer Writing Group** no later than 5 p.m. on Monday, 4/26.

In addition, remember that our Writing tutor, Stephanie Bancroft, and our TA, Kristi Hickle, will be available for providing feedback for your Final Cumulative Essay if you submit a draft to them by 5 P.M. TUESDAY, APRIL 20TH. They then will provide feedback by April 23rd, **allowing you enough time to modify your essay based on their comments.** I recommend

that you put this date in your calendar and plan to have your draft ready by then so you can use additional feedback on your final essay. As I've said before, **this is FREE CONSULTATION that can help you improve your writing. :)**



Cumulative Essay 1

Description

Juan is from Mexico and is twenty-five years old. His parents brought him to the United States because they were barely surviving in immense poverty and wanted a better life. They brought him to the United States when he was ten years old without inspection. Juan is heterosexual, Catholic, and amongst the working poor. He attended high school up until eleventh grade, when he was forced to drop out. He then went to work full time for minimum wage as a cook at a local chain restaurant; where he still works today. He has always been and still is at risk for losing his job due to his immigration status. Juan is currently working toward obtaining his General Education Diploma in hopes to one day attend college. His family consists of his parents, sister, and his self. Additionally Juan has a wife, who happens to be a United States citizen.

Life Event

Description

When Juan was just seven years old, his father was in a minor car accident and was deported, after being held in jail for several weeks. There was no chance to say goodbye. From then on it was just Juan, his mother, and his little sister. Juan's mother and sister returned to Mexico when he was in his late teens. Juan did not want to leave his future wife so he remained in the United States.

Effects

The separation of Juan's family has a huge impact on his wellbeing. He was at such a young age when father got deported; he likely didn't understand the entire situation. All that he

knew for sure was his father was gone, and not coming back. This may affect the way he views his own life and he must miss his family terribly. Children who suffer loss or separation of parental figures tend to have anger that leads to depression throughout their adult life (Coffino, 2009, p. 445). This separation also decreases children's resilience to other difficulties that come later on (Coffino, 2009, p. 445). This inability to cope often decreases self esteem, causing an individual to feel unworthy, hopeless, and helpless (Coffino, 2009, p. 445).

Existing in the shadows is enough stress in itself, but with separation of loved ones harsh consequences could occur. For instance, Juan could suffer from depression and anxiety. He may find it difficult to function with little motivation and a lot of fear. Not only would he be fearful for his own deportation, he may be in fear for the safety of his family in Mexico. If an emergency were to happen, he could not go there unless he wanted to stay forever.

Living this life of despair day after day can only cause harm. Juan may be affected socially due to his fear of being deported. Juan would most likely stay home rather than go to parties or on vacations due to his anxiety and depression. Additionally, it's possible that Juan may question his religion and the entire existence of God, due to his terrible hardship. He may find it difficult to maintain faith with such a traumatic situation.

Traditional Models & Juan

Kohlberg & Levinson

Kohlberg's theory may be useful in helping one understand the development of an individual like Juan. Kohlberg's focus on moral judgment and dilemmas' relates to Juan because what he believes to be right is actually against the law and tore his family apart. The primary phase consisting of obedience and punishment usually stems from ones parents, and in Juan's case his parents told him to cross the border (Schrive, 2009, pp. 194,195).

With the next level focusing hedonism, Juan seeks pleasure like any human being. However with his anxiety, depression, and other limitations he may struggle to obtain this pleasure. The subsequent stage focuses on sustaining positive relationships and approval of others (Schrive, 2009, p. 195). As a child, Juan learned very quickly that the United States did not approve of his father, or himself. This mentality probably began when the tragic event with his father occurred. Another of Kohlberg's focuses is on conformity to social norms (Schrive, 2009, p. 195). For Juan, it is expected to be difficult to conform to our societies norms for several reasons; he is from a different culture, Spanish is his primary language, and he probably feels misunderstood and unwanted by society. Additionally, US society's norms are fundamentally based on family, which Juan does not have here.

When it comes to shared rights and duties, Juan does not have the same experience as someone whose family is intact with the benefit of documentation. Juan does not have the same rights and his duty is to his family in Mexico. At the final stage, ones own principles define what is morally right (Schrive, 2009, p. 195). With Juan's life changing experiences, it is likely that he was confused at some point between right and wrong due to the split between family and law. He might not have much appreciation for the law or authority figures. Moreover, he likely values family, equality and the simple things in life many take for granted.

Alternative Models & Juan 1pg

Poverty & Ethnicity

With Juan being a minority and living in poverty, these are important factors that may help one understand Juan's development. Ethnicity bestows a structure for how one views and reacts to the world. It is an identity shaped by ones experiences internally and environmentally (Schrive, 2009, p. 240). Importantly, ones ethnicity often determines how others will distinguish

and treat them. (Schraver, 2009, p. 240). Also, language, education, community, church, other institutions, and role models are often established by ethnicity (Schraver, 2009, p. 240).

Juan's ethnicity rests in him through his culture and family which defined his principles and norms. Ethnicity molds one's self-worth as a young child along with opportunities they may or may not have in their future (Schraver, 2009, p. 240). For Juan, this possibly means little educational, economical, employment, or family opportunities.

In addition to ethnicity, opportunities or lack of are determined by social class and caste. In fact it shapes one's entire lifestyle, experiences, boundaries, and limitations. Individuals often base their worth and value on their level of the hierarchy. Those who are low income tend to place a low value on themselves. It can get worse for those living in immense poverty (Schraver, 2009, p. 241). Understanding this can help one to understand Juan because he grew up in poverty and is still somewhat in poverty. Juan is a caste minority because he is inferior in all aspects compared to the dominant group. In essence he gets the short end of the stick. Unlike those with more power, Juan does not get to choose his role; it was chosen for him. Multiple stigmas have been placed on Juan, regarding his language, skin color, facial features, economic, and legal status. These stigmas are brick walls that prevent people like Juan from success and happiness (Schraver, 2009, p. 241). He will have to work extra hard to overcome these stigmas. This is important to understand because these stigmas affect may Juan's personality.

Critique of Models

The alternative models are more helpful than the traditional when it comes to understanding Juan. The alternative models are more detailed and unlike many of the traditional models, do not solely focus on one group. The traditional models seem to be more cognitive and

less concerned with external events and circumstances. Both models were helpful, but I prefer to use the alternative method.

The traditional models were convenient for understanding life stages and perceptions. However it was not so helpful in understanding the effects of oppression and stigmas. The alternative model did a great job of explaining how oppression, diversity, and discrimination are life long struggles that can alter ones perceptions about life. For Juan's case, the greater impacts in his life appear to be lack of opportunities due to his low rank in society, thus the alternative models have a greater connection. Both models have positive and negative aspects. It would be perfect if traditional and alternative models could in some way be intertwined

References

- Coffino, B. (2009). The role of childhood parent figure loss in the etiology of adult depression: findings from a prospective longitudinal study. *Attachment & Human Development*, *11*(5), Retrieved from <http://doi.org/10.1080/14616730903135993>
- Schraver, J. M. (2004). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice*. United States of America: Pearson Education Inc.

Abstract

RESEARCH TOPIC:

Juan is a twenty-five-year-old undocumented immigrant, separated from his family

METHOD: During my quest to Juan I used two traditional and three alternative models in addition to relevant research.

RESULTS:

As a result of applying research and traditional and alternative models to Juan's life, it became apparent that faith, support, bravery, and work ethic are assets that help Juan cope with life as an undocumented immigrant separated from his family.

CONCLUSION:

Although some of the concepts presented by the traditional models were useful in understanding some of Juan's life phases, overall the alternative models were most useful in helping to understand Juan's development and behavior.

IMPLICATIONS:

Based on this analysis, it appears that social workers practicing with undocumented Mexican immigrants need to especially be aware of the perspectives of families and immigration, along with poverty and ethnicity, in order to successfully understand the development and behaviors of individuals in this predicament.

Understanding an Undocumented Immigrant

Intro

Juan illegally crossed the U.S/ Mexican border as a child. Although he came for a better life, Juan experienced a tragedy when his father was abruptly deported. Some of his struggles include assimilation, family separation, poverty, and other ethnic boundaries in regards to language and education. I will go over what life beneath the shadows means for Juan, and how he copes with his struggles.

Focal individual and event

Description

Juan is a Mexican in his mid-twenties, living in the U.S. His parents brought him to the U.S. illegally when he was a child. Juan is heterosexual, Catholic, and amongst the working poor. He earned a GED and cooks for a living. He is at risk for losing his job and getting deported. Juan's family members include his parents, sister, and wife who is a U.S. citizen.

Life Event & Effects

Juan's father was deported; he was captured by ICE when he got into a minor car accident. Juan then became the man of the house. His mother and sister eventually returned to Mexico, but Juan stayed to be with his future wife. The split of Juan's family shapes his wellbeing, as he likely didn't realize the fullness of his father's deportation when it occurred. He longs for his family. Children who are separated from their parents can have anger and depression through adulthood (Coffino, 2009, p. 445).

Existing in shadows is tough, along with separation of loved ones; harsh consequences can occur. Juan may be depressed, anxious, and fearful for his own deportation in addition to his

family's safety in Mexico. If a crisis occurs, he can not go there without getting stuck. This may also affect Juan socially. He may stay in rather than go to parties or on vacations.

Perspectives for understanding Juan

Traditional

Kohlberg helps one to know Juan. The focus on moral judgment and dilemmas' link to Juan, as his view of right is illegal and divided his family. Obedience and punishment usually stems from parents; Juan's parents told him to cross the border (Schraver, 2009, pp. 194,195).

With the next level being hedonism, Juan seeks joy as any person does. However with his legal and possibly mental limitations he may struggle to gain it. The subsequent stage focuses on sustaining positive relationships and approval of others (Schraver, 2009, p. 195). Juan learned the U.S, didn't approve of his father, or himself. This mindset possibly began with the tragic deportation of his father. Another of Kohlberg's focuses is conformity to norms (Schraver, 2009, p. 195). It is likely to be difficult for Juan to conform to the norms of the U.S; the culture is foreign, Spanish is his primary language, and he may feel misread and futile by society. Also, US society's norms are primarily based on family, which Juan does not have with him.

Juan doesn't have the same encounter with shared rights and duties as one with an intact, legal family may have. Ones own principles define what is morally right (Schraver, 2009, p. 195). Juan may have been hazed at some point between right and wrong due to the rip between family and law. He may resent the legal system, but cherish the simple things in life.

Alternative: Poverty & Ethnicity

Juan being a minority in poverty is key to understanding him. Ethnicity is an identity shaped by ones experiences. It molds ones world perceptions and how others perceive them. It also molds ones self worth and opportunities or lack there of (Schraver, 2009, p. 240). Juan's

ethnicity rests in him through his culture and family which define his principles and norms. For Juan, this means little educational, economical, employment, or family opportunities.

In addition to ethnicity, opportunities or lack of are determined by social class and caste which shape ones entire life. Individuals self worth and value is often based on their status. The lower the income, the lower the self value. Considering this can help one understand Juan since he has experience with poverty. He is a caste minority; inferior to the dominant group. Unlike the privileged, Juan does not get to choose his role; it was chosen for him. Juan faces several stigmas regarding his language, physical traits, economic class, and legal status. These Stigmas are brick walls that prevent people Juan from success and happiness (Schriver, 2009, p. 241).

Critique of Models

The alternative models are more helpful in understanding Juan than traditional. Unlike the traditional models, they don't solely focus on one group. They describe how oppression, diversity, and discrimination are life long struggles that can alter ones perceptions. Key issues for Juan are lack of opportunities due to his stigmas. The traditional models seem to be more cognitive and less concerned with external events and circumstances. The traditional models were suitable for focusing on life stages, but not so helpful in explaining the effects of oppression and stigmas. Both models have positive and negative aspects. It would be perfect if traditional and alternative models could in some way be intertwined.

Immigrant Population Research

Research about undocumented immigrants, who came to the United States as children, is very useful in understanding Juan. Immigrants in Juan's situation are forced to bargain with their position in society (Stratton et al, 2009, p. 45). Juan has the same "American dream" as any other human being may have. However, many undocumented immigrants suffer with barriers relating

to poverty, language, assimilation, and educational goals. Overall, a multicultural background helps children to function in their primary and current cultures (Stratton et al, 2009, p. 46). This research is consistent with alternative models because traditional models do not go into detail with immigration. Alternative models on the other hand discuss the impact of immigration on families (Schriver, 2004, p. 312).

“Intelligent, hardworking, bilingual students in our nation’s classrooms contribute greatly to the economic and political health of the country. At the same time, these students pay a high cost. Undocumented elementary students suffer the consequences of limited medical care, poverty, and the potential loss of their primary caregivers to deportation. Undocumented high school students feel lost, confused, depressed, and even angry when they find out they cannot secure a driver’s license or apply for financial aid for college because, though they may have lived in the United States since childhood, they are not citizens (Stratton et al, 2009, p.46).”

Undocumented students are fortunate to even attend community college, as they must pay out of state tuition (Stratton et al, 2004, p.46).

Perspectives for understanding Juans's family

Traditional Models of Families

From Carter and McGoldrick’s Stages of the Family Life Cycle, one may be able to gain a better understanding of Juan. Juan being a 25-year-old heterosexual male with traditional Catholic principles clearly fits with traditional models. Specifically relating are the concepts of Leaving home and marriage (Shriver, 2004 p. 320). Juan left his home in Mexico as a child and since learned to be independent and responsible- especially when his family left him to go back to Mexico. Juan then began his own family by getting married.

Alternative Models of Families

An alternative model that can help one to understand Juan is the perspective of families of color, since he is Hispanic. This model is best understood when used with strength based perspectives. The notion of adaptive strategies is central to the strength based approach in understanding families of color (Schrivier, 2004 p. 330). Biculturalism and fluidity of roles are two adaptive strategies that Juan's family has developed because they are of color. These strengths were developed in order to overcome societal barriers (Schrivier, 2004, p. 334). Juan is bicultural because he is able to function in both Mexican and American cultures. An example of fluidity roles is when Juan shared the bread winner role with his parents during hard times. This is a strength that has helped Juan overcome poverty. Families of color are at a higher risk for poverty than Whites (Schrivier, 2004, p. 338).

Another alternative model focuses on families and immigration. Society as a whole does not recognize that immigration is a transition, and portrays fear and suspiciousness, thus leading to discrimination and oppression (Schrivier, 2004, p. 311 & 312). The transition is stressful for immigrant families, as the survival of their families are at stake. Additionally, children fit into the US culture quicker than adults, thus many end up being entrepreneurs for their parents (Schrivier, 2004, p. 312). This is common for the majority of immigrants who learn English as a child and can be academically and economically beneficial (Stratton et al, 2009, p. 45).

Critique

The alternative models are more helpful in understanding Juan, as they focus on culture and oppression. From these models we are able to draw on Juan's success in both cultures, and get insight on his family roles. The traditional models are too general for Juan's case, mainly focusing on life stages. It does not allow us to take into account Juan's background, or other unique instances in Juan's life that may affect his marriage or success after leaving home.

Research about Families

Many immigrant families hold traditional standards like strong work ethic and close bonds to each other and their community. Immigrants like Juan help run their households as children by taking care of their siblings, cleaning, and cooking. Other times, immigrant children assist their parents at their workplace. Providing this type of support at home is the source of great work ethic and strong family ideals. The majority of successful Chicano professionals claim that their household responsibilities are what made them hard working and independent (Stratton et al, 2009, p.46). This research is relative to alternative models because of the focus on people of color and fluidity of family roles.

Individual and family strengths

No matter what happens to Juan, he will always have four sources of power. Four of Juan and his family's strengths include spirituality, love, support, and work ethic. Juan's family is very strong in faith. They are Catholic. Their trust in the Lord is what sees them through tragedies. They see light at the end of the tunnel.

Juan is surrounded by love from his wife, family, and in-laws. They all want the best for him and would do anything for him. It also helps that Juan has support from the ones he loves, regardless of any societal views. Everyone is supportive of Juan's marriage and goals. His wife helped him earn his GED by locating tutoring and believing in him. An individual skill that Juan has developed is a strong work ethic. He never gives up on anything and is willing to take risks to get what he wants. Since he crossed the border through the desert, he has superb survival skills. This also is a testimony of his bravery. Because Juan began working in the fields with his father as a young child, he has grown into a hard working man. There is nothing Juan can't do, he can learn anything. Juan is not a quitter.

Conclusion

Life as an undocumented immigrant separated from family has not been easy for Juan. Although he has love and support from his family in addition to a strong work ethic, he cannot visit his family in Mexico without being separated from his wife. He does not know when he will get the chance to see them again-unless he gets deported. Since Juan immigrated illegally due to poverty, is separated from his family, and is an ethnic minority, it is extremely necessary for Social Workers to understand the concepts of family and immigration, and race and poverty-amongst other relevant research and models.

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- Coffino, B. (2009). The role of childhood parent figure loss in the etiology of adult depression: findings from a prospective longitudinal study. *Attachment & Human Development*, *11*(5), Retrieved from <http://doi.org/10.1080/14616730903135993>
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- Stratton, T., Pang, V., Madueno, M., Park, C., Atlas, M., Page, C., et al. (2009). Immigrant Students and the Obstacles to Achievement. *Phi Delta Kappan*, *91*(3), 44-47. Retrieved from Academic Search Premier Database.

Course Announcements
SWU 303/Micro Human Behavior in the Social Environment
Spring 2010

Mon, Feb 08, 2010 -- **Introducing Ms. Stephanie Bancroft, ASU Writing Center Tutor**

C. H.

Hello all,

I want to introduce Ms. Stephanie Bancroft, who will be available to provide consultation as you develop your essays. She has completed tutor training provided by the ASU Writing Center and served as the writing tutor/mentor for this course in Fall 2009. She can serve as a valuable resource as you develop your essays. She has offered the following introduction for me to provide to you:

"I graduated from ASU in August with my BSW. I am taking electives now for my MSW to help alleviate some of my course load when I'm in the program. I have worked in the field in a variety of ways in the past 3 years and have gained much insight and knowledge about the field in the valley. I am excited to be able to help the BSW students in any way that I can. Completing my program here at ASU I know of some of the challenges that are faced by the students and hope to be able to help them get through them!"

Ms. Bancroft will be available to help you with all aspects of your essay assignments. Later this week I will provide specific information for you about contacting Ms. Bancroft for consultation.

Please let me know if you have any questions, Dr. Holley Posted by: Lynn Holley



Wed, Jan 20, 2010 --

Introducing Ms. Kristi Hickle, our Teaching Assistant

Hello everyone,

We are fortunate to have a teaching assistant, Ms. Kristine Hickle, for our class this semester. She will be available to offer consultation as you work on your essays, in particular. I have asked her to introduce herself to you, and she has offered the following:

"Hello, my name is Kristine Hickle and I will be the teaching assistant for this class. You are welcome to address me as either Kristi or Ms. Hickle, whichever you prefer. I am a second year doctoral student in the School of Social Work, and my primary research interests include forensic social work practice, specifically with adult women and juveniles involved in the justice system, treating trauma and abuse, prostitution and treatment strategies for intervention that lead to successfully exiting prostitution. I am looking forward to being a teaching assistant for this course, as I believe strongly in the importance of understanding that a knowledge of human development is truly the foundation for becoming a competent social worker in any area of the social work profession."

You may email Ms. Hickle at kehickle@asu.edu if you have any questions for her.

C. 4

Wed, Mar 03, 2010 -- **Online Writing Support**

Hello all,

A student in another section of this course recently used **ASU's online writing support service** and provided the following information. With her permission, I am passing it along in case some of you would like to check out this resource in addition to consulting with Stephanie and Kristi. (Please note that although the student said she was able to get an appointment the same day, such fast appointments may not be available at all times in the semester.)

"I made an online appointment with the writing lab for someone to look at my paper. It is very simple to do and I was able to get an appointment the same day. Just go to "Tutoring and Support" on the left sidebar of your MyASU homepage, select "Tutoring Services" then "Writing Center" under Student Success Center, then "Online Writing Tutor" and "appointment page" then type in your ASU ID number and login. The appointment is live - you can type questions and they will respond. You can upload your document and they will answer any questions you have including APA, of course. This was so easy and extremely

helpful! I hope this helps." Posted by: Lynn Holley



Wed, Feb 10, 2010 -- Availability of Ms. Hickle and

Ms. Bancroft

Hello everyone,

I want to remind you that Ms. Stephanie Bancroft, **ASU Writing Center Tutor/Mentor**, and Ms. Kristi Hickle, **our class Teaching Assistant**, are available to provide consultation as you work on your essays, including identifying peer-reviewed resources.

Ms. Hickle's email address is kehickle@asu.edu; Ms. Bancroft's email address is Stephanie.Bancroft@asu.edu. (Be sure to email them from your ASU account, as the server may reject other messages.)

Both Ms. Hickle and Ms. Bancroft will respond within 24 hours (Monday through Friday) to brief questions. They also will provide a 48-hour turn-around time for requests that require more time/research (e.g., providing feedback on a draft section of your essay).

Both will be glad to speak with you by telephone if you prefer--simply let them know in an email that you'd like to talk by telephone, and the two of you can arrange a time to talk. In addition, Ms. Hickle will hold office hours for the class on Mondays from 10:00 a.m. - noon and on Fridays from noon - 2 p.m. Because this is an online course, feel free to use emails and telephone calls to consult with her during these office hours.

Ms. Hickle and Ms. Bancroft will focus their consultation with you on your essays. For all other questions or issues, please feel free to contact me at lholley@asu.edu.

Remember that you also can submit your questions about the essays and other aspects of the course to our Course FAQs discussion board--see the link on the left side of our course Blackboard.

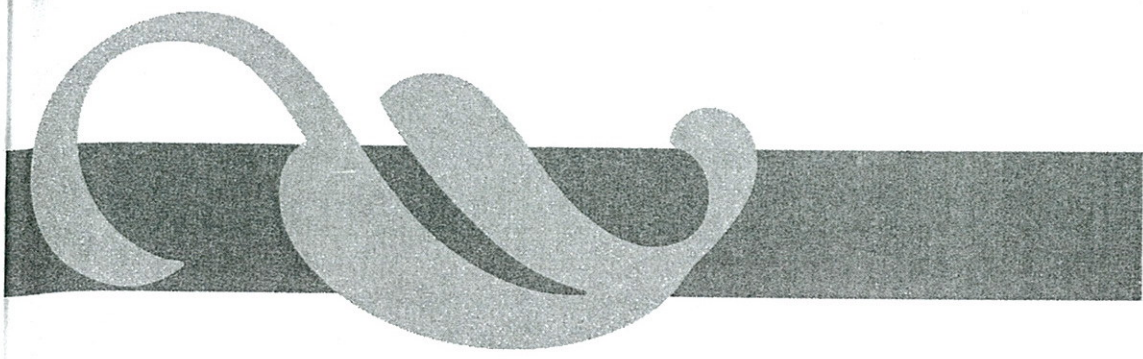
Please let me know if you have any questions, Dr. Holley

 Sixth Edition

Publication
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of the American Psychological Association

C. 1

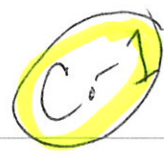
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