

**Messiah College**  
**FAM/PSY 312: Adult Development**  
**Spring 2006**

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**Location:** Boyer 330

**Days:** TR

**Time:** 6 – 9 PM

***Required Texts and Materials***

Bee, H. L., & Bjorklund, B. R. (2004). *The Journey of Adulthood*. (5<sup>th</sup> ed.). Upper Saddle River: Pearson Education.

Seven 4” x 6” lined index cards (Must be this size)

Note: The professor also reserves the right to require additional readings from journals or other sources if deemed necessary. These additional readings will be assigned in advance so that students will have ample time to read them.

***Course Description***

This course uses a developmental, interactionist perspective as a systematic framework for viewing the adult years. Emphasis is given to the interaction of physiological, cognitive, psychological, and sociological processes in the development of the individual from young to middle adulthood.

***Course Objectives***

1. To become aware of current research in adult development
2. To become familiar with design, methods, concepts, and theories of adult development
3. To examine issues of adult life, such as intimacy, marriage, family, work, and crisis.
4. To consider stability and change in physiological, cognition, personality, creativity, morality, and the like across the life cycle.
5. To bridge the gap between theoretical concepts and actual adults who live competent and varied lives in the real world.
6. To analyze the adult lives of fictitious characters and relate their experience to what we are learning in class
7. To critically evaluate personal attitudes, values, beliefs, and lifestyles from a life span perspective.

***Class Format***

This class meets three times a week. Class time will consist of lectures, class discussions, activities, and films based, in part, on the topics of your readings for that day. Therefore, it is important that you read the assignments prior to class. However, lectures, films, and class discussions will also cover material that is not presented in the texts, therefore, it is important that you attend class. This class is not a strict lecture format and the professor is not the only expert in the room. Therefore, sometimes you will not take notes, but will listen attentively and either critique a presentation, react to it, or answer a question about it in writing. Sometimes you will take notes on your classmates' comments. Sometimes you will work alone and sometimes with a small group. Please feel free to ask questions at anytime.

### **Course Requirements**

*NOTE: Descriptions, directions, requirements, and grading criteria for the work in this class are included throughout the syllabus and in the appendices. Students who choose not to read the syllabus and appendices thoroughly should be prepared to accept the consequence that their grade may reflect their choice. If you do not understand directions or requirements, you need to ask me. I will be more than happy to explain anything in further detail! A lack of understanding the requirements outlined in the syllabus and appendices is not an acceptable excuse for failing to following the requirements.*

1. **Exams (3 @ 100 points each):** Three exams will be given on the dates designated on the course schedule. Exams are based on material from the texts, class discussions, lectures, movies/videos, and activities. They may include objective (multiple choice, true/false, matching, fill in the blank, etc.) and/or essay/short answer questions.
  
2. **Literature Review First Draft (50 points):** Students will select a topic to research in greater depth in pairs, however each student is responsible for their own individual write-up of their research project. At least 7 scholarly, peer reviewed journal articles or edited book chapters (if you are unsure what I mean by “scholarly” you need to ask!) should be used to summarize the most pertinent information on the subject you choose. You may work with your partner to find articles on your topics. You must read each article you use in your literature review. Copies of ALL articles, in their entirety, must be turned in with the Literature Review as well as an APA style reference section in order to receive a grade. The literature review first draft should be 4 to 6 pages long. See Appendix A for more details and grading criteria. Be sure to keep your literature review first draw with my feedback – it must be turned in with your final paper.
  
3. **Research Project (125 points):**  
Although you will collect, share, discuss, and make conclusion about your data with your partner, you will turn in your own write-up of your research project.

Each person in the dyad will talk with at least 4 adults between the ages of 20 and 65. **That is, EACH group member MUST interview a MINIMUM of 4 individuals.** Therefore, if you have 2 group members, your sample size should be at least 8 individuals; if you have 3 group members, your sample size should be at least 12 individuals. The sample should share a minimum of one and preferably three demographic variables (e.g., sex, level of education, social class, race, employment status, etc.). Your study will be better, and you will learn more about adult development the larger your sample size. Of course it is acceptable, and even desirable, for each group member to interview more than 4 individuals. (See Appendix B for details on developing and administering an interview.)

An 8 - 10 page (body only) typed paper should be submitted for grading. The paper should be written using APA format. Therefore it will include all elements of an APA paper (title page, abstract, ect.- see Appendix B). Your introduction section will be a revised (based on feedback you receive) version of the draft of your literature review. See Appendix B for information regarding the proposal and a more detailed description of the paper requirements and grading criteria for this paper.

4. **Cooperative Learning Activity (50 points):** Working in teams of 3 to 4, you will be in charge of conducting a cooperative learning activity for one class period (we will sign up for specific dates). That means you and your fellow group-mates will be in charge of running class for approximately 40 – 50 minutes. See Appendix C for directions, grading criteria, and other details.

5. **Entrance/Exit Tickets (35 points).** *Entrance tickets* are brief written responses to your readings. You will be given a question at the beginning of a class period and asked to respond to it; therefore, you will need to have completed the readings. *Exit tickets* are brief responses to class discussion/activities submitted at the end of class. There are 7 entrance/exit tickets each worth **5 points** for a total of 35 points. **I will not accept Entrance or Exit tickets late. I will not accept Entrance and Exit Tickets that are not written on 4" x 6" index cards.**
  
6. **Movie Application (50 points).** We will be viewing a movie in class and you will be writing an application/ critical thinking paper about the movie based on concepts you have learned about in this class. You will receive the directions for how to proceed with this assignment at your final exam time. You will have the final exam time to write this paper. You will only be allowed to use your textbook, notes from the course, and notes you take regarding the movie. You may NOT consult with classmates, friends, the internet, or anyone/anything else while you write this paper.
  
7. **Class Participation/Attendance (50 points).** Because information will be presented in class that is not covered in your text, arriving to class on time, being prepared for the session having read and critically assessed assigned readings and additional materials, and remaining the entire period are important. Since students are expected to be active participants in the educational process, individual contributions to class discussions and group exercises are crucial. Individuals who receive an A or B in class participation do more than simply attend class; they also participate in class discussions, ask questions during lecture times, and come to class prepared. Class participation and attendance are worth **50 points. Your attendance and participation in class discussion are critical for the entire class. Students who consistently miss class or do not participate will lose class participation/attendance points.**  
 Note: Class participation also includes being respectful in class by avoiding side conversations with peers, which are disruptive not only to myself, but also to your fellow classmates. If you have a questions or comments, the whole class will benefit!
  
8. **Extra Credit** – working by yourself or with your group, you may submit a professional-style poster for up to 15 points worth of extra credit. This is strongly encouraged! You may consider presenting the research you do in this course at an undergraduate research conference in the form of a poster. If you choose to do the extra credit, you will have a nice draft in case you do decide to present your research off campus. See me for poster criteria and directions. **You must see me regarding requirements for extra credit at least 4 weeks prior to the last class day.**

### ***Policy on Group Work***

The following are the guidelines for group work regarding your RESEARCH PROJECT AND INTERVIEWS.

1. Research projects are meant to be worked on as a group. Therefore, all interviews will be shared by group members and all group members should have access to all interviews completed in their group. However, **each member of the group is responsible for HANDING IN THEIR OWN INDIVIDUALLY WRITTEN literature review and research paper.**
  
2. Because you will be sharing the data from your interviews with your group members, group member are relying on you to complete your interviews in a timely manner. ALL interviews must be completed and notes from each of your interviews must be brought to class on the due date specified in the course syllabus. Students who fail to bring their interview notes to class on the day specified in the course schedule **will have 5 points deducted from their final class participation and attendance grade. Five addition points will be deducted for each day thereafter, until all interviews are completed.**

**Course Grading**

Exams (3 @ 100 points each)	300 pts.
Literature Review, first draft	50 pts.
Research Paper	125 pts.
Cooperative learning activity	50 pts.
Entrance/Exit Tickets (7 @ 5points each)	35 pts.
Movie Application	50 pts.
Class Participation/attendance	50 pts.
<b>Total Points Possible:</b>	<b>660 pts.</b>

A	93% and above	C	73 – 76.99%
A-	90 – 92.99%	C-	70 – 72.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	83 – 86.99%	D	60 – 66.99%
B-	80 – 82.99%	F	59.99 % and below
C+	77 – 79.99%		

NOTE: Please be aware: because students have access to extra credit in this course I do NOT round up grades. For example, a 92.5 is an A- and an 89.75 is a B+. You must see me regarding requirements for extra credit at least 4 weeks prior to the last class day.

NOTE: All written work submitted (with the exception of entrance/exit tickets) must be typed in 12-point font, and double spaced. Computer problems, printer errors, etc. are **not** valid reasons for late work; a late paper will not be excused due to technical difficulties. No work will be accepted more than 7 days late. Late work receives a 10% deduction from the total points possible for each day that it is late. A late day begins immediately after the work has been collected (normally the beginning of class).

**Entrance/Exit Tickets will not be accepted late**

**Course Schedule of Readings, Lectures, Assignments, and Exams\***

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Feb. 2	Course Introduction Submit preferences for CLP What is Adult Development?	Bee: Pgs. 1 - 15
Feb. 9	Select research topics Research Methods: IRB Research Methods: Interviewing	Bee: pgs. 15 – 26
Feb. 16	Library work meet in B237 from 6 - 7 Theorists in Adult Development CLP Group 1 to focus on: <i>Chapter 2</i> Cognitive Development CLP Group 2 to focus on: <i>“Intelligence” “Individual differences in cognitive change” sections</i> <b>Interview Schedule Due</b>	Bee: Chapter 2  Bee: Chapter 5
Feb. 23	Cognitive Development (cont.) Physical Development CLP Group 3 to focus on: <i>Chapter 3(Physical Changes)</i>	Bee: Chapters 3 & 4
March 2	<b>Exam 1</b> <b>IRB Form and Revised Interview Schedules Due</b> Development of Relationships & Social Roles	Bee: Chapter 6 & 7
March 9	Development of Relationships & Social Roles (cont.) CLP Group 4 to focus on: <i>“Intimate partnerships in adulthood” In Chapter 7</i> <b>Literature Review Due</b>	
March 16	Spring Break: No Class	
March 23	Themes in Adulthood: Fact or Myth? Death and Dying CLP Group 5 to focus on: <i>all of chapter 13</i>	Bee: Pages 363-372 Bee: Chapter 13
March 30	<b>Exam 2</b> In class work day <b>All interviews Due: Bring to Class</b>	
April 6	Personality CLP Group 6 to focus on: <i>“Personality Trait structures” and “Personality stability or change?”</i>  Personality: Growth of Meaning	Bee: Chapter 9  Bee: Chapter 10
April 13	Stress, Resistance, and the Successful Journey <b>Research Projects Due</b>	Bee: Chapters 11 & 14
April 20	<b>Service Day: No Class</b>	
April 27	Vocation	Bee Chapter: 8
May 2 (Tuesday)	<b>Exam 3</b> Movie for evaluation	
May 4	<b>6 – 9 Final exam time</b>	

\*Please note: CLP groups are to base their projects on only those sections of the textbook designated in the course schedule above.

***Students with Disabilities***

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (OM 342). If you have questions, call extension 5358.

***Policy Regarding Academic Integrity***

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, a will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.  
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.  
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.  
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.  
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.  
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.  
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

**Appendix A: Guidelines for Literature Review**

Based on the topic you and your group have chosen, you will write a literature review using an minimum of 7 scholarly journal articles (chapters from edited books may also be used). Each group member will submit their **own individually written literature review**. If you choose, you may combine your resources and do your literature **search** together, and thus use the same articles. You must read all articles you use in your literature review and turn each article in, in its entirety.

On the basis of the existing literature, students will write a thorough literature review in APA style that will be submitted and graded on the date designated in the course schedule. One of the key goals of the literature review is for you to think critically about the existing research and how it fits together or where holes might exist. You will need to examine how each article you review connects to the other articles. Do not simply summarize each article you read in a list of individual paragraphs devoted to only one article. Rather connect different articles within the same paragraph. Discuss how they compliment or contradict each other and why. A good literature review discusses previous findings in a manner which directly and specifically compares or contrasts them, discusses how each study builds on or fills in holes in others, and discusses where holes exist taking into account all the past research. In addition, a good literature review explains the “hows” and “whys” of the research findings through use of theories (either your own theory based on the facts or well known theories.) The research presented in these articles should be **INTEGRATED or tied together to form a conclusion** that should support the need for your study. Be sure to cite the information you are using. For this paper, **do not use any direct quotes**. All information must be paraphrased and correctly cited using APA style. The literature review should also include a clear statement of your hypotheses or research questions and a rational for them. .

Your paper will not be graded unless it is handed in using the following format (and it will be considered late until it is handed in using this format):

- Literature review, in APA style following the directions from above
- All articles, in their ENTIRETY, stapled, and alphabetized by the last name of the first author (that is, in the order they appear in the reference section of you paper)
- Items must be contained in a folder or with large binder clips (regular size paper clips or staples will not secure these items)

Grading Criteria for Literature Review (Worth 50 points)

Student’s Name:	_____
<b>Title Page (2 Points)</b>	_____
APA format	
<b>Introduction (42 points)</b>	_____
Well formulated background (at least 7 articles) - <u>well integrated</u> & organized (30 points)	
Background clearly tied to hypotheses/research questions (3 points)	
Rational for Hypotheses/Research Questions (3 points)	
Clear Statement of Hypotheses/Research Questions (3 points)	
APA style (citations used correctly) (3 points)	
<b>References (6 points)</b>	_____
Correct use of references in APA format (6 points)	
Copies of all articles used included ( <b>paper will not be graded until all handed in</b> )	
<b>Project Total (50 points)</b>	_____
Note: Deductions for typos and grammatical errors may be taken throughout.	

**Be sure to keep this draft to turn in with your final paper.**

## Appendix B: Guidelines for Interview and Research Paper

For this class you will be conducting a research project in groups of 2 – 3. You will develop and administer an interview to individuals on campus. The interview will be based on a topic that you choose. **You may only interview individuals who are either students or employees of Messiah College. You MAY NOT BEGIN CONDUCTING INTERVIEWS UNTIL THE IRB AND I HAVE APPROVED YOUR STUDY.**

### Developing the Interview

The questions must be the same for each interview. Questions should be primarily open-ended items so that interviewees may expand upon the area of inquiry. Interviews should be at least 25 to 30 minutes each and be conducted face-to-face, not over the phone or the Internet. Make notes of specific behaviors or comments that occur during your interview immediately and in as much detail as possible, while such observations are fresh in your mind. Each group member must interview a minimum of 4 participants. You will be turning these notes in with your final paper.

You will work on developing the question of your interview together in your group. Although, the IRB forms and your interview questions are due prior to your literature review, you should be familiar with the literature in order to facilitate question development. In addition, you should be clear about what your research hypothesis and questions are (based on the literature) because your questions should revolve around your hypothesis or research question. Your interview should include:

1. A statement indicating who you are, what you are studying, and why you are doing the project (i.e., it is a study for an Adult Development class).
2. A statement indicating what the interview is about and how long it will last
3. A statement informing the participant that what you tell them is confidential and that they may stop the interview at any time
4. Preliminary questions to determine if the individual is someone who is relevant to your study topic (i.e. are they the correct age, ethnicity, etc.)
5. Questions about several demographic characteristics of the individual (the individual's age, education, ethnicity, sex, social class, employment status, and if relevant, marital status).
6. Questions about the topic you are interested in
7. Be sure to thank your participant for agreeing to be interviewed

The interview you develop can be a structured, semistructured, or a combination of structured and semistructured. For example, you may choose to collect information about demographic characteristics in a structured format, and then change to a semistructured format once you begin the questions on your topic. **One of the best ways to develop questions for an interview is to familiarize yourself with the existing research and examine what others have asked or haven't asked about your topic.**

Remember, your questions should start off general and nonthreatening and end with something upbeat or fun.

Your interview should last between 25 and 30 minutes. It will be necessary for you to practice your interview before you actually start interviewing people who will be in your study.

### Conducting the Interview

**Each** individual in your group will interview between 4 and 8 individuals, all of whom are either college students or employees at Messiah College. (Individuals should be between the ages of 20 and 60.)

When conducting the interview you should follow the “Tips for Being a Good Interviewer” discussion we will have in class. When conducting your interviews you will need to:

1. Follow the wording of your questions
2. Write down responses and behaviors (emotions, pauses, gestures, etc.) as accurately as possible. You should sit far enough away from the participant so that he or she cannot read what you are writing.

Following the interview you should rewrite or type your written notes, if they are difficult to read, within a day of conducting the interview. This will help prevent you from forgetting what your abbreviations mean. **THIS WILL BE IMPORTANT** later when you go to code (or condense) the information in the interview.

### Research Paper (worth 125 points)

The research project is due on the date specified in the course schedule. The research project must be written according to APA format and should include the following sections:

1. Title Page – See APA Manual for format and contents
2. Abstract – a short description of your paper (includes aspects from the introduction, method, results, and discussions sections and should be no more than 120 words)
3. Introduction – This section will be a revised version of your literature review based on the feedback I have given you. Your ability to attend to the feedback given to you will be factored into your grade. Remember, this section provides a background of your research topic including at least 7 scholarly journal articles that summarize the literature on your research topic. The research presented in these articles should be **tied together to form a conclusion** that should support the need for your study. Be sure to paraphrase and cite the information you are using. For this paper, do not use any direct quotes. All information must be paraphrased and correctly cited using APA style. **The introduction should also include a clear statement of your hypotheses or research questions and a rational for them.**
4. Method – Describe how you went about collecting data. Your method section should be descriptive enough of what you did so that if someone else wanted to repeat your study exactly they could do so, based on what you write in your method section. Use the subheadings below to describe:
  - a. Participants – what was the sample (gender, number of people, other demographic characteristics you included in your interview)

- b. Materials/ Measurement – what did you use for the study (paper, pencil, interview, etc.); short description of interview and a couple of examples of questions.
  - c. Procedure –How did you approach participants? How did you decided who to ask to interview? How long did the interview last. Etc.
5. Results – summary in words of how the data looks. This is a section where you are to only describe the data. Do not interpret the data in this section. Use words like “majority” to help describe how the numbers turned out. You may also report any descriptive statistics if you choose. **DO NOT** put graphs in this section (if you choose to make a graph, table, figure, etc.). Any charts or graphs should be attached as appendices. We will discuss coding and analyzing your data later in the semester. **TIP:** Clear organization is key to this section. Subheadings often help in organizing this section. If you choose to use subheadings, be sure to do it in APA format.
6. Discussion – interpret the data. Was your hypothesis supported? Include the interpretation of any unusual responses to the questions in your interview. What does the information from your study indicate? How can it apply to the real world? Discuss in general what you would do differently next time (suggestions for future research).
7. References – using APA format, you must include a list of references that you cited in your introduction. As well as the articles you have used in their entirety.
8. Appendices – include a copy of the original interview in this section, as well as notes that were accumulated during the process of your interviews. If you chose to use a graph, figure, or chart, include that in this section.

**Note: Papers will not be graded until all of the following are handed in: copies of all articles, in their entirety; Your first draft of the literature review with my revisions; and your interview notes.**

**I strongly recommend that you come see me throughout this process or visit the writing center. You are more than welcome to show me a rough draft of your interview questions, research paper, and poster and any point in the process. I strongly recommend that you show me at least one draft of your research paper at least two weeks before it is due. Students’ who have taken advantage of showing me a rough draft almost always receive higher grades.**

**Grading Criteria for Research Project (Worth 125 points)**

Students' Names: \_\_\_\_\_  
(Refer to previous page for more detailed information of what should go into each section.)

Abstract and Title Page (5 Points) \_\_\_\_\_  
APA format used

Introduction (35 points) \_\_\_\_\_  
Well formulated background (at least 7 articles) - well integrated & organized  
Background clearly tied to hypotheses/research questions  
Rational for Hypotheses/Research Questions  
Clear Statement of Hypotheses/Research Questions  
APA style (citations used correctly)  
Attended to feedback

Method (25 points) \_\_\_\_\_  
Participants – detail description of who they were  
Materials/Measures – clear description of exactly what was used  
Procedure – clear, precise, detailed description of what was done  
APA format

Results (25) \_\_\_\_\_  
Clear summary of data  
Mention of some descriptive statistics  
What does data look like  
Appropriate utilization of tables, charts, figures, etc. (placed in appendices)  
NO interpretation of data  
APA format

Discussion (25 points) \_\_\_\_\_  
In depth interpretation of data  
Discussion of hypotheses/research questions and the results  
What are the implications of the study  
How do the finding apply to the real world  
What would you do different  
APA format

References (10 points) \_\_\_\_\_  
In APA format

Appendices \_\_\_\_\_  
Place all figures, charts, tables, etc. here

Additional requirements: Paper will not be graded until all of the following are turned in:  
Hand in 1 blank interview sheet  
Hand in ALL notes from each interview, clearly organized & labeled  
All articles use must be turned in (in their entirety)  
Your first draft of your literature review with my feedback

Project Total (125 points) \_\_\_\_\_

Note: Deductions for typos and grammatical errors may be taken throughout

## Adult Development Research Project Checklist

Below is a list of the items you must turn in along with your research paper. Papers turned after class has ended in which the papers are due will be considered late. Papers turned in without ALL the items indicated below will have 5 points deducted from the final grade. All items must be turned in on time WITH the paper to avoid the 5 point penalty. Finally, papers turned in without these items will NOT BE GRADED until the items are turned in (and the paper will be considered late until the items are turned in.)

- Research Paper, in APA style following the directions and format indicated on pages 9 - 11 of the syllabus
- All attachments (figures, charts tables) if you choose to present your data this way
- One **blank** interview sheet (questions) (should be included as **an appendix in APA style**)
- ALL original interview notes from the interviews that YOU conducted
- All articles, in their ENTIRETY, stapled, and alphabetized by the last name of the first author (that is, in the order they appear in the reference section of you paper)
- Your first draft of your literature *with my feedback*
- Items must be contained in a folder or with large binder clips (regular size paper clips or staples will not secure these items)

## Appendix C: Instructions for Cooperative Learning Project (Worth 50 points)

You will work in groups of 4 to 5 on a cooperative learning project. You will be in charge of conducting a cooperative learning activity for one class period.

**Projects should not simply be an outline of the assigned reading for that day. Students are expected to have read the assignments for the day and should be familiar with the topic.** Instead, you should focus on presenting the information (**from only the sections of the chapter designated in the course schedule**) in a new and creative way. Your project should reinforce the information from the text, rather than repeating it verbatim. You may choose to do some lecture, however, **no more than 25% of the time should focus on lecturing.** The majority of your CLP should focus on running a class activity, supporting a discussion (based on the readings), or a combination of the two (see below). In addition, if you do choose to do some lecturing, do NOT place your lecture notes on the overhead, as some students feel they must copy word-for-word what is there. Rather, use a general outline with key points to display on the overhead, if you feel you need to have a visual outline available for the class.

**You should NOT cover the entire reading assigned for that day, unless indicated in the course schedule.** Again, I am interested more in quality and depth of learning rather than the quantity of information you can communicate in a class period.

**Some POSSIBLE Approaches to this assignment.** (Again, you can combine these two approaches as well...)

1. **Class activity:** Your team will lead an activity on one of the topics in the syllabus. The activity does not have to be an original idea! You may use an activity you design yourself or others have developed. HOWEVER, your activity must promote class discussion. For example, if you choose to do a jeopardy-type quiz game, you must encourage class discussion in some way. Other examples of activities could include using movie clips to help illustrate reading concepts, followed by class discussion of its relations to concepts in the readings; developing a case study and discussing it in terms of reading concepts; or leading the class in a large group discussion. **You must turn in the typed activity on the day your team does your activity.** Your grade will be based on the quality of your activity and on the quality of the group participation, i.e., Was there adequate coverage of the topic? Were you able to encourage the class to participate? Did others raise questions? Were class members able to share and listen to one another?
2. **Class Discussion Leaders:** Your team will lead a lecture/discussion on one of the topics in the syllabus. Prepare a set of questions to guide the reading and discussion of your topic (be sure there are enough to support the class period). The questions should highlight the main issues with respect to theory, research methods, findings, and future research questions for your topics. Lead the class lecture/discussion on the topic, based on the lecture outline and discussion questions you developed. **You must turn in your typed lecture outline and discussion questions on the day your team does your topic.** Your grade will be based on the quality of your lecture/questions and on the quality of the group participation, i.e., Did you cover the main points of your topic through your lecture? Did everyone participate? Did others raise questions? Were class members able to share and listen to one another?

Note: You may include information from other sources than your textbook, as examples or as a supplement to the material from the textbook. However, if you do choose to use information from sources other than the text, please include references with your typed activity or lecture to be handed in the day of your cooperative learning project. (For example, some of you may have been assigned a

cooperative learning project that parallels your research topic. You may incorporate some of the information from your literature review or data from your research project into your cooperative learning project, if you like, however, this is not necessary. If you choose to integrate some of the information into your cooperative learning project, be sensitive to the confidentiality of the participants in your study and do NOT present any information that could identify someone.

Finally, you must also submit two **quality** multiple choice questions from your presentation that will be used on the exam that occurs after your CLP presentation. Exam questions must include the correct answer and a short rationale for why your group believes the question is an appropriate question to have on the exam. That is, you must indicate why that information is important to know. Hint: the questions should not be “nit picky” or have “common sense” answers. Questions will be due on the day of your presentation. (I reserve the right to edit questions or multiple response items as needed).

**Cooperative Learning Project Evaluation Form  
(Worth 50 Points)**

Student Names: \_\_\_\_\_

Date: \_\_\_\_\_

Group's topic: \_\_\_\_\_

**Quality of Activity (30 points):**

Adequate Coverage of Topic (15 points)

Quality of Activity (Well thought out? Did it run smoothly? Did student's learn something?)  
(15 points)

**Quality of Group Participation (15 points)**

Did you encourage the group to participate? (10 points)

Did others raise questions or share their ideas? (5 points)

**Two Quality Multiple Choice Exam Questions with rationale (5 points)**

**Don't forget to hand in all your materials at the end of the class period you do your presentation.**