

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILD AND ADOLESCENT DEVELOPMENT PART II

Course No.: HSC 203 (Previously PSY 108-3)

Program: CHILD AND YOUTH WORKER

Semester: THREE

Date: SEPTEMBER, 1995 PREVIOUS DATE, JANUARY 1994

Author: JEFFREY ARBUS, CCW, B.A., M.A.

NEW: _____ REVISION: _____ X.

APPROVED: fj jClCrf^"-^^
Kitt/ Deftosarfo'," Dean
School of Human Sciences and
Teacher Education

DATE/ CU^L- - *t/te

•NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Child and Adolescent Development Part II HSC 203

Instructor: J. Arbus

Phone: 759-2554 ext. 546

Time:

PREREQUISITE

Child and Adolescent Development Part I (HSC 104) or permission of instructor.

PHILOSOPHYSOALS

This course is a continuation of HSC 104. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behavior will be contrasted with normal patterns.

As time allows, issues of development during the adult phase of the life cycle will be reviewed. There will be ongoing study of psychological theory, method and vocabulary.

A wholistic view of human development and functioning will be encouraged. Emphasis will be on the student integrating and applying their knowledge of developmental patterns and occurrences.

STUDENT PERFORMANCE OBJECTIVES

By the end of the course, students will be able to:

- a) Concisely and correctly answer questions (verbal and written) and respond to discussions in order to demonstrate an understanding: of the field of psychology as a scientific study of human development; of major theories and research contributions; and of the significance of this to the field of Child and Youth Work. ^
- b) Analyze, reframe and respond to problems in order to express a theoretical and practical understanding of the change in a person's behavior which are the result of the interdependent and interactive effects of maturation and experience, particularly as they apply to development in childhood and adolescence.
- c) Utilize basic psychological terminology in oral and written exchanges.
- d) Apply the basics of psychological writing format in a term paper as outlined.
- e) Collect, analyze and organize relevant and necessary information from sources by completing literature research for a term paper.
- f) Apply previously-learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views, by interacting with others in the class discussions.
- g) Evaluate the validity and utility of information by applying critical thinking skills such as deductive reasoning and distinguishing between observation, inference and assumption and reflect this in accurate referencing and discussion.
- h) Demonstrate the ability to manage time and other resources by submitting a work plan for a term project assignment.

Child and Adolescent Development Part II HSC 203
Instructor: J. Arbus

LEARNING RESOURCES

- a) Supplied by the College:
 - the Learning Resource Centre (including articles on reserve)
 - audio-visual resources
 - a copy of the APA reporting format
 - teaching, helping, and supporting
 - the Learning Assistance Centre

- b) Supplied by the student:
 - a. Commitment to obtaining learning from the course and the effort required to do this

 - b. **TEXTS:** Each student must obtain a copy of each of the following (available in the College bookstore)
 - 1. Bibby, R. W. and Posterski, D.C. (1992) Teen Trends: A Nation in Motion. Toronto: Irwin/Stoddart. (To be read in full by mid-term)

 - 2. Santrock, J. (1993) Children. Brown and Benchmark.

 - 3. Santrock, J. (1993). Student study guide for "Children". Brown and Benchmark.

* It is suggested by the instructor that books purchased from the College Bookstore be obtained quickly.

REQUIREMENTS EQR J_HE E1NAL fiBAPJE

- a) There will be two tests: one at mid-term and one near the end. Test items may cover all material studied to date, not just what was studied since the last test. Furthermore, test questions may require student to draw on major areas of study from HSC 104. Dates and further details to be provided in class. Refer to attached "testing policy".

- b) **Quizzes:** Two, spaced evenly throughout the term. Refer to the "testing policy" attached. 5% each.

- c) **Term Paper:** This is to be a research effort, on a topic of the student's choice. All topics must be approved by the instructor. The topic must relate to an aspect of child or adolescent development.

Each Student is required to select a topic in the field of child and/or adolescent development. The student will find and compare 4 publications on this topic (4 pieces by 4 different authors). Sources are to be compared for similarities and differences. Students are to briefly summarize each source, compare/contrast them, identify common themes (if any), offer their own views (which must be supported) and draw a conclusion.

Child and Adolescent Development Part II HSC 203
Instructor: J. Arbus

Term Paper cont'd

The four sources must date within the last ten years. References may be obtained from books and texts, research journals, professional or news magazines (eg. Psychology Today, Discover, MacLeans), or interviews. References are not permitted from movies newspapers, television, or radio, nor from popular magazines (e.g. Chatelaine, National Enquirer, etc.) nor from course notes. It is the student's responsibility to ensure the accuracy of references - if in doubt, contact the instructor.

The final report must be typed, double-spaced, with a 3 cm. (1 1/4") margin on both the left and right side of each page. There must be a separate cover page, noting the title of the paper, the date of submission, your name and the name of the course and instructor. There must also be a separate page noting table of contents. Reporting and referencing style must be according to APA format. If in doubt, contact the instructor. Plagiarism will result in a zero grade! Grammar and spelling should be carefully monitored. See outline attached.

Length: No more than 10 pages, typed and double spaced

Due date: TBA in first class

Early reports will be accepted from two weeks prior to the deadline. It is suggested that two copies of the paper be submitted so that one copy can be returned with the instructor's comments on it. The instructor will, in all cases, keep a copy of your report. If one copy is submitted, a "comments" sheet may be returned to the student.

4ft

* A 1/2 to 1 page outline of the topic must be handed in to the instructor by TBA. These will be returned with comments and approval/recommendation for change. Topic duplication will be discouraged. This outline must include a work plan - steps to completion of assignment and dates for completion of each step.

* Topic choices may be wide-ranging, from specific psychological issues to a review of literature on a topic or a famous personality in psychology. In approving the topic proposal, the instructor will be looking for originality and depth. The instructor will advise on the expansion or reduction of a topic idea.

d) Group Project: Groups will be formed according to the number of chapters in the book "Teen Trends". Each group will be assigned a chapter. While all are expected to read the entire book, each group will present a summary of their chapter to the class. The presentation will be 15 minutes, accompanied by at least one overhead transparency and a one-page summary sheet for each class member (with date and names of presenters) There must be evidence of participation by each group member. This part of the assignment is graded in this course.

As well, a component of this assignment will be graded for the "group Dynamics I" course. Students not taking Group Dynamics can ignore this.

For all others, note that the instructions in each of these two courses are collaborating on this assignment. In this way the workload for the student is lessened, since the same project is applied in two courses.

Child and Adolescent Development Part II HSC 203
Instructor: J. Arbus

For the Group Dynamics I component, **each** student is to write an analysis of the process the group went through to complete this assignment (refer to your Group Dynamics I course for more specific guidelines.) Additionally, **each** student is to submit a journal, which will include the number of times the group met, where, when, who was present and what they brought (resources, refreshments, etc.: personal views on the group process, focused on what they brought to the group, ie, not "pointing fingers", how did you support your group, or, how did you inhibit your group, a "self grade" for the group participation.

This assignment will be discussed in each class. The two instructors will collaborate on the grading for this assignment.

The project will be worth 15% in HSC203, and 15% in Group Dynamics

e) Class Involvement: Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. More than 9 hours (or parts thereof) missed may result in a grading penalty (at the instructor's discretion). The instructor pledges fair treatment of all students. The same is required of each student, toward fellow students and the instructor. Consistent commitment to the course will be noted and rewarded. This can only be done if the student is in class to demonstrate their participation and commitment.

GRADING SUMMARY LETTER GRADE CALCULATIONS

Test #1	20%	90% + = A+
Test #2	20%	80-89 = A
		70-79 = B
Quizzes	10%	60-69 = C
Term Paper	20%	Less than 60% - R (Repeat of the
Group Project	15%	course).*See note below
Involvement	15%	
	100%	

- * Note: The minimum passing grade in this course is 60% overall, plus 60% in the two "tests" combined.
- ** Students will receive due notification in the event of change to this outline.
- ### Quiz and Test dates will be confirmed in class at least 1 week prior to the writing date for quizzes, and at least 2 weeks prior to the writing date for tests.

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

TESTING POLICY

SCHOOL OF HUMAN SCIENCES AND TEACHER EDUCATION

Effective November 1,1993

All students are responsible for completing assigned tests on the date scheduled either on course outline or through notification by course Professor.

Should a student be unable to write a test on the date assigned, the following procedure must be followed:

1. Student must provide the Professor with advanced notice, in writing, of need to miss a test.
2. Student will require documentation to support the excused absence, ie:
 - . Doctor's note
 - . Notice of meetingCopies of all documentation will be kept on file
3. All decisions regarding rescheduling of tests are at the discretion of the Professor.
4. Student is responsible to make arrangements, immediately upon their return to the College, with course Professor for make-up of missed test prior to next scheduled class for the course in question.
5. In the event of an emergency, on the day of the test, students will require documentation to support absence, and must call in to identify absence.

The College now has a 24-hour Electronic Voice Mail System. 759-2554.

Failure to comply with this policy will result in a zero grade being recorded for the missed test.

Sault College 24-Hour Phone Number: 759-2554

Course	Instructor	Office #	Extension #
--------	------------	----------	-------------

Term Paper Guidelines

Definition of a Term Paper

The term paper is a typewritten paper in which you present your views and research findings on a chosen topic. It is also often referred to as a "research paper", "library paper" or "term essay". The teacher will usually set minimum and maximum lengths depending on the course and topic. No matter what the length, your task is essentially the same: to read on a particular topic; evaluate information about it; and report your findings in a paper.

There are two basic kinds of term papers, the report paper and the thesis paper. The report paper summarizes and reports a writer's findings on a particular subject. The writer neither judges nor evaluates the findings but simply reports them in a logical, organized manner.

The thesis paper takes a definite stand on an issue or problem. A thesis is a proposition *or* point of view that a writer is willing to argue against or defend.

e.g. Report Paper: A summary of the philosophies of education

Thesis Paper: Essentialism is the most logical and worthwhile philosophy of education.

Reasons for Writing a Term Paper

1. This process helps you learn accepted styles of documentation, the ethics of research and a great deal about your chosen subject.
2. It helps you become familiar with the library through the "learn-by-doing" method. You learn the skill of how to ferret out important information from the maze of informational sources available in the library by doing actual research. This is a priceless skill which contributes to you becoming an independent learner. Sooner or later everyone needs to find out about something: a parent needs to know how to stop his/her child from fingernail biting; a teacher how best to handle a child's aphasia and so on.
3. Writing a term paper can help to further develop your knowledge, logic, imagination, and common sense. You learn how to think; how to organize; how to discriminate between worthless and useful opinions and information; how to summarize the gist of wordy material; how to manage your time; how to develop a research paper from the start, manage it through its intermediary stages, and finally assemble the information uncovered into a useful, coherent paper.

Steps in Writing a Research Paper

1. **Selection of topic.** It should be complex enough to be researched from a variety of sources, but narrow enough to be covered. The topic must be approved by the teacher.
2. **Exploratory scanning and in-depth reading on the approved topic.** You should keep a list of all references to be used in your paper. **Use A.P.A. format.**
3. **The term paper must be outlined in its major stages.** (See example)
 - i) The information gathered should be recorded (usually on note cards) and assembled into a coherent sequence.
 - ii) A thesis statement must be drafted if you are doing a thesis paper or an introductory statement if you are doing a report paper.

4. **Your paper should be written in a rough draft.** In a thesis paper, the thesis must be argued, proved or supported with the information uncovered from the sources.

Borrowed ideas, data, and opinions must be acknowledged. Plagiarism is the act of passing off another's words and ideas as one's own. While we all plagiarize in a minor sense in everyday life, what we must avoid when doing a term paper is blatant plagiarism. Examples include the student who steals an idea from a book, expresses it in his or her own words without acknowledging the source or the student who copies an author's work or another student's paper. Consult the **A.P.A.** Publication Manual for information on the use of proper referencing.

Any student who plagiarizes when writing his/her term paper will receive a mark of zero.

5. Proof your rough draft for spelling and grammar errors. Consider if you have properly addressed your thesis statement or thoroughly covered your topic if doing a report paper. Did you consider your audience, ie. the teacher and your peers. Don't assume they know everything about the topic. Make sure each of your points is fully explained. Use the following checklist.

Rough Draft Term Paper Checklist

- i) Does the thesis statement or introductory statement **clearly** communicate the topic, focus and purpose of your paper? Is the organization structure of your paper stated in the introduction.
 - ii) Does your paper reflect an awareness of your audience?
 - iii) Is your paper within the minimum and maximum guidelines set by the teacher?
 - iv) Does your paper have a logical organization pattern? Consider using sub-titles for papers longer than five pages.
 - v) Is your thesis well supported by the main ideas of the paragraphs and do the paragraphs cover separate but related ideas?
 - vi) Have you covered all the material indicated by your thesis or introductory statement?
 - vii) Are the connections among your paragraphs clear. Have you cut-out all material that goes off topic?
 - viii) Is the length of each paragraph in proportion to the whole paper and the length of the other paragraphs?
 - ix) Does your conclusion or summary paragraph provide a sense of completion? (
 - x) Have you included a title page with the title of your paper, your name, date, course and teacher's name?
6. After revising your rough draft type (double-spaced) your final draft along with a reference list. For term papers long than 6 pages include a table of contents. Proof your final draft and hand in by due date. Penalties are assessed for submitting a term paper after the due date. Check with the teacher to determine the penalty for late assignments. Two copies of your paper must be submitted. One copy with a grade and comments will be returned to you.

This author acknowledges borrowing liberally from the ideas and examples found in the following references.

American Psychological Association, (3rd Ed.), Publication Manual of the American Psychological Association, New York, 1983.

Troyka, L.Q. (2nd Ed.), Simon and Schuster Handbook for Writers, Englewood Cliffs: Prentice Hall, 1990.

Winkler, A.C. & McCuen, J.R. (2nd Ed.), Writing the Research Paper; A Handbook, New York: Harcourt Brace Jovanovich, 1985.

General Format for Term Paper

Thesis or Introductory Statement

I. First Main Idea

A. First Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

B. Second Subordinate Idea

- i) First reason or example
- ii) Second reason or example
 - supporting details

II. Second Main Idea

A. First Subordinate Idea

- i) First reason or example
(Continue pattern until all main ideas are outlined)

Conclusion or Summary

One or two paragraphs which summarize your findings or arguments and bring your paper to completion.

HSC 203—CHILD *it* ADOLESCENT DEVELOPMENT II**TERM PAPER**

		Approximate grading Op to...)
Introduction:	thesis statement or introductory statement(s) clearly indicate topic(s) and purpose of the paper	/5
Grammar <i>it</i> Spelling:	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	/10
Organization:	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement <u>o</u> r to a conclusion	/10
Content:	consistent point(s) of view, present different sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent	/20
Conclusion	Including own views (supported) and final statements	/10
A.P.A. Style:	proper referencing, title page & reference list overall appearance	/5
Penalty for lateness:	2.5 marks per calendar day to a maximum of 3 calendar days - the paper will not be accepted after that date.	
TOTAL TERM PAPER MARK:		/60 worth 20% of final grade

FROM: INNOVATION ABSTRACTS

National Institute for Staff and Organizational Development
North American Consortium

Vol. m, no7~27

OFTESTS AND TECHNIQUES

We've all heard these words: "You will have one hour to complete this test. All answers must be marked on the answer sheet. Make no marks on the test booklet. Use a no. 2 pencil. Be sure to follow test directions carefully. Ready? Begin. And you're off! You feel nervous. You want to do well. You know that you should have studied more. Mostly you wish that you were somewhere else.

Our culture is a test-taking one. In the twelve years of your elementary and secondary education, you probably completed 2,600 weekly quizzes. In two years of college, you'll take another 50 mid-term and final exams and if you decide to continue for another two years, add another 50 exams! Let's not forget the standardized tests that you have taken and the future tests you may take for business or government.

There are essentially two types of tests: maximal performance tests and typical performance tests. Maximal performance tests (IO_tests, classroom or achievement tests, aptitude tests) attempt to measure an individual's best possible performance at that time. You may have taken some kind of admissions test (like the A.C.T. or S.A.T., for example) that was designed to ascertain your level of ability before entering college. These tests can create a great deal of tension for students. If you take these tests more than once, chances are that your score will go up. If you are planning to take this type of test, ask your friends who have taken them to tell you about them and check your bookstore for test manuals which have samples of the questions before you walk in to take it. You'll probably feel less nervous as a result.

The other major type of test is the typical performance test. These (personality tests, interest tests, attitude tests, for example) do not promote as much anxiety as maximal performance tests since there is little preparation needed to take them and there are no "right" or "wrong" answers. These tests are used by counselors to help you with personal, educational and vocational planning.

A new area of testing involves the evaluation of a person's cognitive or thinking style. These tests reveal how you learn best or how you think. For example, some students work well independently and others learn best through a great deal of interaction with other students. By evaluating these styles, counselors can help you improve your learning.

Although there are different types of tests, the techniques to improve your scores on each are similar.

1. You may have heard that you can study too much for a test. Not true! If it is possible to prepare for a test, do so. "Overlearning" raises scores and lowers anxiety. It is better to study over a period of time than it is to cram the night before a test. Don't forget that preparation for a test involves talking to friends who have taken similar tests or have taken tests from your instructor before.
2. Show up on time for your test, but don't arrive too early. If you do arrive at the test site early, stand away from the crowd. This will help you to avoid getting nervous from others' anxiety. If you pay attention to others' worries, your anxiety will increase, too. You don't need that!
3. Find out in advance if the test has a correction formula. That means, for example, that for every four items you answer incorrectly, one right answer is deducted from your total score. This is an attempt to correct for guessing. So if a formula is used, don't guess unless you can eliminate some of the possible answers.
4. Eliminate alternatives. In a multiple choice test with four options, if you eliminate any two of the four answers your chances of choosing correctly are 50/50. If you can't eliminate any answers, if you have no idea, and if there is no correction for guessing, pick the longest answer and go on to the next question. Most authors tend to make correct answers the longest.
5. Read directions carefully. If you haven't finished reading the directions at the start of the test or if you don't understand the directions, ask the proctor for assistance. That's what they are paid for.
6. Pace yourself so that you can complete as many questions as possible. Determine how long you can spend on each question. Keep track of the time.
7. If the test is multiple choice and you must read a "stem" and then select the correct response from alternatives, try to answer the question **before** you read the choices, then pick the one most similar to your answer.
8. If the test requires you to read passages and then answer questions based on the reading, read the questions **first**. This will tell you what to look for, and you'll be in a better position to answer the questions correctly and quickly.
9. Skip items you are not sure of. If you've seen the material before, but don't remember the answer, your brain will be searching for the information while you work on other items. When the answer comes to you, go back and mark it.
10. Do not change your answers on multiple choice tests unless you are **very**
 - uncertain about your initial answer. Research has shown that only when you have strong doubts is your second answer more likely to be correct.
11. Read the questions carefully. On essay tests, note key words such as compare, contrast, discuss, analyze, define, and describe. Do exactly what the question is! Be direct. If you are unsure of a response to an essay question, rambling on can come across as wordiness. On multiple-choice tests, look out for negative words: "Which of these could **not** be..." Underline key words.

12. There is some evidence that you will do better on a test if you are slightly cool. If you are too warm or too comfortable, you can lose your focus.
13. When finished, recheck your work for clerical corrections only.
14. Ask to see your tests and scores. By reviewing a test, you learn more about testing and become test-wise.

Tests are necessary to describe levels of knowledge and to assist in making placement decisions. So it is important to develop a healthy, positive attitude toward tests and examinations. Look at it this way: as you master classroom tests, you'll be completing trial runs for more difficult life tests.

Perry W. Buffington, Assistant Professor of Psychology, Presbyterian College

Discussing With Students The Characteristics of Successful Studenting

Many new students do not know what a good college student is or what a good college student does. They understand good and bad grades in a general way and they should attend classes; but that is where their knowledge begins and ends.

Guided by this optimistic precept, I discuss the following list of characteristics of good students at the beginning of the semester. I supply my inexperienced students with a description of what a hard-working student does; I tell them what teachers like to see. By learning about these characteristics, students may better understand the day-to-day and class-to-class behaviour of successful students. The idea is to provide inexperienced students with guidelines they can follow which will help them get down to the business of serious, successful studenting.

What Are The Characteristics of Successful Students?

1. Not surprisingly, they attend classes - regularly. Moreover, they are on time. If they miss a session they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They make sure they get all assignments they missed and understand specifically what was covered in class.
2. They take advantage of extra credit opportunities if they are offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students pass up, such as giving a five-minute presentation that substitutes for an essay.
3. Successful students speak in class, even if their attempts are a bit clumsy and difficult. They ask the questions that the instructor knows many in the class are bound to have provided they are listening.
4. They see the instructor before or after class about grades, comments made on their papers, and upcoming tests. Sometimes they just want to ask a question or make a comment relative to the class discussion.
5. Successful students turn in assignments that look neat and sharp. They take the time to produce a final product that looks good, a reflection of a caring attitude and pride in their work.
6. They are attentive in class. They don't chat, read, or stare out windows. In other words, they are polite and graceful, even if they get a little bored.
7. Almost all work and assignments are turned in, even if every one of them is not brilliant. Successful students seem driven to complete all work.
8. The most successful students may well end up at the instructor's office door at least once during the semester. They'll go out of their way to find the instructor and engage him/her in meaningful conversation.

By discussing these characteristics and others with inexperienced students, instructors can point them toward success. It makes sense to provide new students with models and guidelines for the demanding task of doing well in school.

David Shults
Instructor of English

*

RESEARCH REPORT - Notes and References

APA Documentation Format

References should be cited in the body of a report whenever ideas are quoted directly or indirectly from another source. Data, charts, figures, tables, graphs, etc. from other sources should also be referenced.

HOW TO CITE REFERENCES

Notes: In the body of the report immediately after the material being cited, use parenthesis to show the author's last name, the year of the source's publication, and the page number.

e.g. (Smith, 1982, p. 12)

If there is no author's name, use either the title or a recognizable abbreviated form of the title of the book or publication.

References: At the end of the report on a separate page entitled **REFERENCES**, provide a list of all sources used in researching the report.

Organize the Sources Into Categories

For Example:

Primary Sources:	Surveys Correspondence
Secondary Sources:	Books Periodicals Monographs etc.

Within **each** category list the sources alphabetically according to the author's/editor's last name. In cases where no author's/editor's name is given, list the sources alphabetically according to the title of the article.

Always use correct format and punctuation.

For format, study the samples of References on the pages following.

For further examples and explanation, consult the following guide available at the circulation desk in the library.

American Psychological Association. (1984). Publication manual of the American Psychological Association (3rd ed.). Hyattsville, MO: Author.

(available in Sault College Library)

FORMAT GUIDELINES

Books:

- * **All Sources are listed alphabetically.**

Brown, P.W. (1982). Contemporary trends in housing. New York: Longwood.

- * **If an author has written several books, list them chronologically.**

Brown, P.W. (1983). Alternate energy designs for today's home. New York: Smith.

Dion J.T., & Peterson, L.W. & Roy, S.P. (1982). Architecture today. Toronto: New Dimensions Press.

- * **Books with editors and multiple editions (reprintings).**

Vanier, R.W. (Ed.). (1977). Home design (2nd ed.). London: Oxford Press.

Wilson, J.P., & Wade, O.A. (Eds.) (1981) Housing in the twentieth century-
New York: Harper and Row.

- * **Chapter or section used in an edited book. (1 editor)**

Whitford, P. (1982). The sun as an alternative energy source. In B.J. Collins (Ed.), Alternative energy today: Vol. 1. (pp. 197-218). New York: Jones Publishing.

- * **Chapter in book which is part of a large series.**

* APA Documentation Format

m

^* Zanden, J.D. (1983). Passive solar design principles. In R.G. Schmidt & P.D. Hoilinger (Eds.). Home heating systems (2nd Ed.) Vol.1 Contemporary home design, (pp. 197-218) Toronto: Apex Press

Periodicals: (Magazines, journals)

* **Author's name available**

Clarey, W. & Stadler, M.P. (1982, June). New ways to control home heat loss. Architectural Review, 25(6), 12-17.

volume/edition(when provided)

Koski, W. & Stadler, M.P. (1983, Spring). Geothermal heat pumps. Canadian Housing Journal. 127-132.

* **No author given**

Sun power and your home. (1981, January 24). Time. 12-14.

Monographs: (thesis or research papers written about a single subject and published under separate cover).

Janlon, P. (1982). domestic fuel economy. Environmental Research Monographs, 4. Toronto: Ministry of the Environment.

Audio Visual Materials:

Jonas, L. (Director). (1979). Harvest the sun. (Film). Toronto: National Film Board.

Radio or T.V. Performance:

Moyers, B. (Commentator). (1984, March 10). The future of home design. On Bill Movers' Journal P.B.C.

Personal Interview:

Wing, B. Personal Interview. February 20, 1984.

- * **When using personal interviews, the writer must cite, in the body of the report, the interviewee's title and place of employment.**

Personal Letter:

Easterly, K.T. Letter to author. December 6, 1983.

Telephone Interview:

Lambert Lawrence. Telephone Interview. January 12, 1984.

Newspaper Article:

Talbert, B. (1978, January 10). Why are we in such a downer? Detroit Free Press, p.9.

If there is no author, locate the date after the title.

Editorial:

Mr. Burger's case for prison reform, (editorial). The Christian Science Monitor, P. 24.

Do not abbreviate names on months when using APA style.

