Instructions For Term Paper, History of Psychology

Read these instructions by January 13; see page 21 for deadlines

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by

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The University Council to Review Undergraduate Education (CRUE) has recommended "that written assignments and instructions in writing . . . continue throughout the student's undergraduate education." Two tiers of instruction are specified: Tier I courses are to instruct students in how to conceive, draft, revise, and complete papers of varying lengths, plan and write an essay examination, search for information from libraries to use in their writing, cite sources of information, and use the rules and conventions of American English. Students in Tier II courses, which include Psychology 405 (History of Psychology), also are to be given an opportunity to apply this knowledge and experience in upper-level courses within disciplines. The writing assignments shall be conceived by the instructor and presented to the students as integral to course learning. Students are expected to produce well-written papers that communicate effectively in their fields. Students should have at least one writing assignment in which a draft is revised after evaluation from the instructor. Finally, students should have received instruction and practice in the tasks, forms, and styles of writing appropriate to their discipline or profession.

For Tier II courses, there are many ways to implement these guidelines and requirements. For Psychology 405, I have designed an assignment to give you some experience doing research in the history of psychology. The assignment is to evaluate an original article from the early psychological literature (before 1950). The assignment has four main parts: A. Intellectual biography of the author; B. Description of the journal in which the article was published; C. Evaluation of the content of the article; D. Description of the current status of the problem that is the subject of the article. For each part, I have made suggestions on how and where to find information.

For this assignment, you must choose a data report, that is, a report of an empirical study, rather than a theoretical essay or literature review. Otherwise, you will not be able to deal with all of the issues listed below. Do choose, however, a paper that addresses theoretical issues and reviews the literature, however briefly. Finally, because your paper is to include a biography of the author, do not choose an article by someone who has already been the subject of a full biography or an extended biographical account in your textbook (of the kind devoted to John B. Watson, Max Wertheimer, or other pioneer figures). If you choose such a person, the assignment will not be sufficiently useful or challenging. For the same reason, do not choose an article recognized as seminal or pathbreaking, such as Watson and Rayner's "Conditioned emotional reaction," Journal of Experimental Psychology,
1920, 3, 1-14. To help me steer you to the right kind of author and the right kind of article, bring me a photocopy of the entire article you are contemplating using. Bring copies of more than one article if you like.

**How To Find An Article**

On the next two pages, I have listed the names, Library of Congress call numbers, and starting dates for 25 English-language journals in psychology and related fields that began publication before 1950. All are in the collection of the Michigan State University Library. With few exceptions, the library's collection begins with the first volume of each journal.

Some journal titles convey the journal's broad scope, such as the *American Journal of Psychology*. Other journals had a more specific mission, which their titles reflect. For example, if you are interested in children and development, look in *Child Development*. For articles on the child in school, look in *Journal of Educational Psychology* and *British Journal of Educational Psychology*. For articles on the psychological study of animals, look in *Journal of Animal Behavior* and *Journal of Comparative Psychology*. Beware that some titles may be hard to "read." For example, the journal *Pedagogical Seminary* was founded as an outlet for articles of special interest to teachers and bore some resemblance to education journals, but it also was an important outlet for empirical and theoretical studies of child development. Its name later was changed to *Journal of Genetic Psychology*, which makes it sound like a genetics journal, but the reference is to ontogenesis, or the physical and psychological development of the individual child. Another example is the journal *Mind*. For over 100 years, *Mind* has been a leading journal in philosophy and has published articles on classical philosophical topics, including epistemology, metaphysics, and philosophy of mind. When it was founded, however, the young science of psychology had not yet fully separated from philosophy, its parent discipline. This status of the young discipline is reflected in the mix of classical philosophical and new empirical psychological articles in early volumes of the journal.

Choose an article soon, but do not be in a hurry. Instead, go to the library when you have time to browse, to inspect in a leisurely and casual way. Make yourself comfortable, pull up a chair, and examine a variety of journals from the list, even perhaps by choosing volumes at random. Read the editor's preface to see what sort of journal it is; then check the table of contents, and leaf through the pages. In a short time, you will be amazed at the richness and variety of articles. The topics of some might be arcane, unfamiliar, or even downright strange; others will be instantly familiar to you, so that you might say to yourself, "we were just discussing this yesterday in my course in abnormal psychology (or child psychology or brain and behavior)." The point is, there will be something in these early journals to appeal to every taste.

A word of caution: in past semesters, some students have tried to find an article by searching on-line for an author's name or a key word. Once you find an article for your paper, on-line searches are fine for helping you find other works by the same author, but it is not an efficient way to find the article itself even if you know what you are looking for. For one thing, electronic versions of all volumes of these journals are not yet available. For another, I do not want you to be deprived of the pleasure of physically browsing through these dusty old tomes.

**Remote Storage.** Most of the volumes of these journals are on the open shelves. Because of space limitations, however, early volumes for some journals are in Remote Storage (in a warehouse in North Lansing). They can be requested by e-mail (see www.lib.msu.edu/magicplus/Services/remote.html). Requested material is picked up every weekday afternoon by library staff, with notifications by return e-mail.
Starting Dates for English-Language Journals in Psychology and Related Fields That Began Publication Before 1950
(This is not a complete list)

American Journal of Psychiatry
   RC 435 .A1 A5 (1883-)

American Journal of Psychology
   BF 1 .A5 (1887-)

Archives of Psychology
   BF 21 .A1 (1910-)

Biometrika
   QH 301 .B5 (1910-)

Brain
   RC 386 .A1 (1877-)

British Journal of Educational Psychology
   L 16 .B68 (1931-)

British Journal of Medical Psychology
   BF 173 .A2 B7 (1920-)

British Journal of Psychiatry (orig. Journal of Mental Science)
   RC 321 .J82 (1857-)

British Journal of Psychology
   BF 1 .B7 (1904-)

Child Development
   BF 721 .A1 C43 (1930-)

Journal of Abnormal Psychology
   BF 173 .A2 (1910-)

Journal of Animal Behavior
   QL 750 .J7 (1913-)

Journal of Applied Psychology
   BF 1 .J55 (1917-)

Journal of Comparative Psychology
   BF 1 .J57 (1921-)

Journal of Educational Psychology
   L 11 .J8 (1910-)

Journal of Experimental Psychology
   BF 1 .J6 (1916-)

Pedagogical Seminary (now Journal of Genetic Psychology)
   BF 1 .J65 (1891-)

Journal of General Psychology
   BF 1. J64 (1928-)

Journal of Social Psychology
   BF 1 .J7 (1930-)

Mental Hygiene
   RA 790 .A1 M56 (1917-)

Mind
   B 1 .M55 (1876-)

Psychological Bulletin
   BF 1 .P75 (1904-)

Psychological Review
   BF 1 .P7 (1894-)

Psychometrika
   BF 1 .P86 (1936-)

Science
   Q1 .S35 (1883)
Your paper must follow the outline shown below. Organize your paper under the main headings listed, and, except for the main heading Title Page, show all headings and subheadings in your paper. Print the headings in bold face; print the subheadings in bold face and italics. Main headings stand alone; subheadings are indented with text following on the same line.

Title Page

(Enclose the name of the article in quotation marks; print the name and volume number of the journal in italics.)

An analysis of ["name of article"] by [full name of author(s)]
originally published in [name of journal, year, vol. #, pages ...-...]

by

[your name]

Psychology 405

Spring, 2011

A. Author

Beginning on the next page of your paper, write an intellectual biography of the author.

What is an intellectual biography?

An intellectual biography describes and, ideally, explains someone's scientific work and career. It therefore should focus on those details of the author's personal and professional life that elucidate the scientific work. The biographer's job is to decide which details do and do not serve this role. This is not easy to do. Your review should include but not necessarily be restricted to the following information:

a. Date and place of birth and death. The date and place of birth are mandatory for any biography, but they also can be important for understanding the nature of the author's scientific work. This is something for you to consider in part C (Content of Paper) of this assignment.

b. Education. Whatever one's line of work, the early years can be the intellectually most formative. For example, a musician may have been inspired after attending concerts; a biologist may have been inspired by a course in high-school biology or by field expeditions (Charles Darwin was drawn to biology by his boyhood searches for beetles near his home in southern England). A psychologist may have been inspired (as indeed some were) by a phrenologist's prognostications. Primary and secondary school teachers also can play significant roles as, of course, can parents and even siblings. If such early experiences were a source of inspiration for your author, note this in your paper. Otherwise, you probably should include only a brief statement about primary and secondary education and then devote the bulk of your account to post-secondary education, especially at the doctoral level. For some individuals, the pursuit of graduate education is
simple and straight-forward; for others, the path twists and turns. What about your author?

c. Awards, honors, memberships in organizations. Some scientists win many awards and honors. If this is true of your author, do not name every award and honor. Just note that there were many, and then identify those that you think are the most significant. (If you cannot tell, I may be able to help.) What about memberships in scientific and professional organizations? Ordinarily, these are not worth mentioning unless the person had been a founding member or officer. However, if your author quit one of these organizations or refused to join for reason revealing of the author's character, for example, because of disagreement with the organization's goals and practices, that would be worth mention. As the great Groucho Marx said, "I wouldn't join any club that wanted me as a member." Certain individuals also may not have been allowed to join organizations for reasons unrelated to their professional competence. For example, the Cornell University psychologist Edward Bradford Titchener, the leader of the Structuralist School, believed that women would detract from serious scientific discussions (and would be offended by cigar smoke) and so did not invite prominent women psychologists to join his Society of Experimental Psychologists; Sigmund Freud was denied membership in certain European scientific organizations because he was a Jew.

d. Influential teachers. Even today most psychologists can trace their intellectual lineage back to one or another of the pioneers — Wundt, Titchener, James, Cattell, Freud, and Wertheimer, among others. We are students of students of students, and so on. The connection will be clearer and more direct for early psychologists. Who were the influential figures for your author, and were they all psychologists, or did some work in other fields?

e. Work experience. Add something about early work experiences that figured importantly in your author's career. Note that for certain individuals, these experiences might not necessarily have been in a scientific laboratory. One psychologist might credit her strict work ethic and discipline from her after-school job in high-school; another might credit his interest in developmental psychology from teaching primary-grade school.

f. Name of institution with which author was associated at time of publication of the article. With rare exceptions, your author will have been associated with a department of psychology or other academic department in a college or university, or with a hospital or other institution. This information ordinarily is given on the title page of the article.

f. Theoretical orientation. In this course, we will review most of the main schools, or traditions, in the history of psychology, including, among others, structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Was the author of your article associated with any of these schools or traditions? If so, which one(s), and how can you tell? One clue, of course, will come from the author's academic lineage (addressed in Part A-d, "influential teachers"). Whether your author was a student of one of the pioneer figures or a student of a student of a pioneer, did your author's work continue in
the same line, or did it go off in a different direction? If the latter, does the author explain why? If not, can you?

**g. Other publications by the author.** What were some of the author's other publications? If the number is very large, note this, and name a few of the most representative articles, books, or monographs.

**Multiple authors**

If the article you choose has two (or more) authors, adequate biographical information may be available for only the main author, who usually will be the first author. One reason may be that the second author was the first author's graduate student and, except for this article, may not have gone on to have an independent scientific career. Alternatively, there may be more information about the student if the student has eclipsed the teacher in productivity and reputation. In any case, if you choose a multiple-author article, make only one author the subject of your biography, and provide, if you can, a very brief account of the other(s). For example, you might mention only that the other author was a graduate student or a colleague.

**Where to look for information about the author**

The most difficult part of this assignment may be finding information about the author. I therefore recommend that before committing yourself to a certain author and article, you do a preliminary check of biographical sources. Then, if you cannot find enough information or even any at all, you will have time to find someone else.

The following are the main sources to use for seeking information. Some will be more useful than others, depending on the author's prominence. Note that authors out of the mainstream (for example, those taking heterodox positions on the received views of the day) may not always have been treated knowledgeably or kindly by one or another of the sources listed below. As for mainstream authors, beware of accounts that are more hagiography than biography, such as "authorized" biographies or (some) autobiographies that are designed to present the author in the best light. Finally, do not depend on a single source. Check all of the sources listed below, or as many as you can manage, so that your account draws on information from more than one.

**Membership lists of scientific organizations**

Virtually all scientists are likely to have belonged to one or more professional/scientific organizations. For psychology, check membership lists of early editions of the *Directory of the American Psychological Association* (BF 11 .A67). The library has editions from 1948-1968. Old editions are on the open shelves and can be checked out, but if all students in class are to have equal access to these directories, please make photocopies or use the directories only in the library.

**Dictionaries of scientific biography**

Fairly prominent authors may have entries in dictionaries of scientific biography, including:

*A History of Psychology in Autobiography* (BF 105 .H52). This is a multi-volume work. It may include an autobiographical essay by the author or by one of the author's teachers, who then might refer to the author. The subjects of these autobiographies were prominent in their time, but not all are remembered today.
The Americana: A Universal Reference Library, Comprising the Arts and Sciences, Literature, History, Biography, Commerce, etc., of the World (AE5.E333 1909)

Dictionary of Scientific Biography (folio Q141, D53)


Zusne, L. (1975). Eminent Contributors to Psychology. Volume II. A Bibliography of Primary References. New York: Springer. This work includes a list of biographies of many important early psychologists.

Obituaries. Because most of the authors of articles published before 1950 will be dead, you may find biographical information in an obituary notice. The following are places to look:

American Journal of Psychology (BF 1 .A5). This journal is published by the University of Illinois at Urbana-Champaign. It includes an Annual Index.

American Psychologist, The (BF 1 .A55). This is the main organ of the American Psychological Association. It includes an Annual Index.


New York Times Obituary Index (CT213 .N475)


Obituary Index (CT120 .O18)


Books in the History of Psychology. Your author may have been mentioned in the assigned text for this class, so, once you have made a choice of articles, check the name index to find out. Also, check other books in the history of psychology, especially early, comprehensive books like E.G. Boring's A History of Experimental Psychology (1st ed., 1929; 2nd ed., 1957).

Author's institution. The author's institution may have information about the author. Some universities publish biographical notices of their own graduates, for example, F.B. Dexter (1913), Biographical Notices of Graduates of Yale College (LD6324 Suppl.). Virtually all colleges, universities, hospitals, and other institutions of the kind with which your author is likely to have been associated now have WEB pages. Some include information about past faculty and staff members.

Archives of the History of American Psychology. You also might find information in the online records of the Archives of the History of American Psychology. The Archives were established in 1965 at the University of Akron (Ohio) to promote research in the
history of psychology by collecting, cataloguing, and preserving the historical record of psychology in America. (URL: wysiwyg://13/http://www/uakron.edu/ahap/)

Web Sites

In the last few years, many WEB sites also have been established dedicated to scholarly societies, journals, and university programs relevant to the history of psychology. They can be found with most search engines. A general search also can yield much useful information. For example, a search for "history of psychology" will provide sites for Classics in the History of Psychology (a collection of the complete texts of historically-significant articles and books on topics in psychology), for scientific societies for the history of psychology and science (e.g., APA Division 26 - History of Psychology, Society for History of the Human Sciences, Society for the History, for the Social History of Medicine), for the University of Akron Psychology Archives, for the Freud Museum (London), for journals in history of psychology and neuroscience, for a variety of history timelines, and for scholars doing research in history of psychology. You also will find sites devoted to individual figures in the history of psychology. Most will be for pioneer figures such as Freud, John B. Watson, and Max Wertheimer, but sites for less prominent individuals also are starting to appear. All are worth exploring for their own sake, but they also may be useful for your term paper. Many include visual as well as text material.

Warning: computer searches can give you too much of a good thing. For example, on August 25, 2009, I did a Google search for "history of psychology" and found 387,000 site matches; “history of psychoanalysis” yielded 3,560,000.
**Where to look for information about the author's other publications**

**Article under review**
Authors like to cite themselves.


*Dissertation Abstracts*
This work covers every doctoral dissertation completed in the United States since 1861, along with some master's theses and foreign language dissertations, which means that it most likely includes the abstract for your author's dissertation. *(Dissertation Abstracts* is now available online.)

*National Union Catalogue of Pre-1956 Books*
The NUC does not include *all* pre-1956 books in print, but does it include all those held by the United States Library of Congress, so for most purposes, it will do. The British Museum publishes a similar catalogue, as do German and French national libraries, so if your author is British, German, or French, these catalogues would be worth checking as well. These sets are located on the main floor of the west wing of the library. The NUC volumes are the oversize green volumes just outside the Cyber Café. They are remarkable (and remarkably heavy) and well worth a look.

*OCLC WorldCat*
This online catalogue is an extraordinary resource and may be useful throughout and beyond your academic career. It contains more than 35 million records describing items owned by MSU Libraries and libraries around the world, including manuscripts written as early as the 12th century (for this assignment, that probably is a bit earlier than you will need to go).

*Psychological Index* (BF 1 .P77)
This guide to the psychological literature began publication in 1894 and ceased publication in 1935, so it is likely to be a good source for you. At this time, all volumes are in Remote Storage.

*Psychological Abstracts* (BF1 .P65)
This guide to the psychological literature started in 1927. The first volume includes references to articles published in the prior 10-year period (or more). See also the *Author Index to Psychological Abstracts, 1894 to 1935, and Psychological Abstracts, 1927-1958* (BF1 .P772).

**B. Journal**

Describe the journal in which the article was published. Include the following:

**a. Editor and editorial board.** Who was the editor, and who was on the editorial board? Some editorial boards consisted of 10 or more persons, so mention only a few. Note the institutional affiliations of the editor and a few of the board members. As you look through copies of old journals, you will see that certain institutions (universities, hospitals) were especially well-represented. The same is true today.
b. **Founding date and founder.** When was the journal founded and by whom? One way to find out is to examine the first volume. If our library does not have the first volume, check the entry in Serial Holdings. This information also should be available through WEB sites for the journal or through the WEB site for Union List of Periodicals.

c. **Kind of journal.** What kind of journal was it when it was founded? Was its purpose or mission? If your article if from the first issue of the journal, the journal might include an editorial statement about the journal's purpose or mission. If your article is from a later issue, check the first issue but also look for information in the later issue (it may be in the form of "Information for authors"). In either case, check early issues to see what kind of articles the journal published. Note whether the emphasis was strictly on psychology or on two or more disciplines, such as philosophy and psychology (as was the case with *Mind*), or pediatrics and child psychology, or psychology and neurology, to name but three examples. Mention this in your description of the editorial board. For example, for a medical-psychological journal, you could note that the editorial board was a "mix of physicians and psychologists", and then name some of them.

d. **The journal today.** Is the journal still around? If so, what kind of journal is it today? If defunct, when did it cease operation? Note that instead of ceasing operation, a journal might change its name and mission. I have already mentioned *Pedagogical Seminary*, which became *The Journal of Genetic Psychology*. Another example is *The Journal of Experimental Psychology*, which was divided into several sub-journals, each covering a different facet of experimental psychology.

C. **Content of article**

Begin by describing the content of the article. Include the following points:

a. **Theoretical and empirical background.** What is the theoretical and empirical background for the article? What set of theoretical and empirical issues are being addressed? Whose work is cited and in what context? Where, in particular, do you think the author stands with respect to the "Recurrent Issues" or "Themes" described in Chapter 1 of your text and in my introductory lectures? Depending on the author and topic, some issues are likely to be highly relevant, others less so or not at all. For your author, try to identify the two or three most relevant issues.

A note on psychological concepts and terms. Because your paper will evaluate an empirical report published before 1950, the concepts and the words your author used to describe them may have changed. For example, in place of the word *personality*, your author may have used the words *self* and *temperament* (the term *temperament*, however, has made a strong comeback in recent years). In place of the term *executive functions*, your author may have used the word *will*. If your author used terms or referred to concepts that seem unfamiliar or arcane, consult a dictionary of psychology. Here are three good sources from three different eras.

b. Contextual forces behind work. My introductory lectures will contrast two different theories of scientific development: the "personalistic," or "great man," theory, according to which progress and change in science are attributable to the actions of unique individuals, and the Zeitgeist theory, according to which scientific development is an inevitable product of the intellectual spirit of the times. The former puts the emphasis on what might be called intrinsic, or internal, forces, the latter on extrinsic, or external, or contextual, forces. Address both kinds in your paper.

b-1. Intrinsic Forces. Intrinsic forces include the author's unique qualities or characteristics, including intelligence, personality, and events or life circumstances that played a role in the author's career. For example, one author might have been inspired to study the genetics of schizophrenia because of the presence of the disease in members of his own family; another might have decided to pursue the study of psychology after his curiosity was whetted by being analyzed by a phrenologist; and still another, a woman in this case, might have chosen not to pursue a career in academic psychology because of the unavailability of university jobs for women. Some autobiographical or biographical works might refer specifically to these forces. If so, note them in your account. In other cases, make an educated guess about the existence of such forces in the author's life. Obviously, the more you learn about the author, the better your chances of being able to address this matter.

b-2. Extrinsic Forces. Extrinsic forces include states or events in the larger culture that are likely to have broad influence so as to make certain scientific developments not only possible but perhaps even inevitable. Examples include the state of the economy; the availability of education and formal schooling; the form of government (democratic, autocratic); the role of religion in society and government; the state of health and disease: technological development; population size and population changes; war and peace; and the status of women and ethnic and religious minorities. So far as you can tell, did any of these forces contribute to the educational career and scientific work of the author of the article you are reviewing? For example, in the aftermath of World War I, some psychologists began to study shell shock (today it would be called traumatic stress disorder) because, in their own service in the Army, they saw and tried to treat soldiers with symptoms of the disorder. Other psychologists began to study the efficiency of certain changes in manufacturing brought about through such innovations as the development of the assembly line. Still others began
to focus on the psychological well-being status of factory workers. Whatever the extrinsic force may have been, note that it will not necessarily be referred to in the article itself. One reason may be that for the readers of that era, it was so present or obvious (e.g., a country at war) that it hardly needed to be mentioned or could be mentioned only obliquely. You therefore must ask yourself, "What was going on at the time or just before?"

c. **Method.** What method did the author follow? Was it a true experimental method in which something is done to subjects in a more-or-less controlled way in order to note the consequences? Was it a questionnaire study? Was it an observational study in which subjects were observed (perhaps unobtrusively, perhaps not) in a natural setting? If it was a developmental study, did it use the cross-sectional or the prospective longitudinal method? These, of course, hardly exhaust all the possibilities.

So far as you can tell, was the method new for the time, or was the author using an already well-established procedure?

Whether the method was old or new, how does it compare to how the same or a similar problem might be studied today? Here are three things you should note:

1) Were control groups used? If so, were they used correctly, so far as you can tell?

2) Was the method described in sufficient detail so that it could be replicated, or was the description unclear or incomplete? Here it might be of interest to compare this part of the article with one from the same or a comparable journal today.

3) Who were the subjects of the study? How old were they? Were they men as well as women, or was only one sex tested? If so, why? How were they recruited? If the subjects were animals, how were they obtained? How many subjects were there? Was it enough to justify the conclusions? Why or why not?

d. **Results.** Describe the results. Following are things to mention:

1) How are the results reported? What statistical procedures, if any, were used? For example, did the author report means and estimates of variance? Were inferential as well as descriptive statistics reported? Do the analyses seem to have been appropriate for the times or did the author fail to use available techniques? Keep in mind that there usually is a time lag between the introduction of any innovation and its adoption by the general public (meaning in this case the scientific public). Refer here to material presented in class and in the text of the contributions to statistical analysis made by Francis Galton and his students and associates (Topic IX).

2) Were the data displayed in tables or figures as we do today, or did the author rely more on a verbal account of the results?
e. **Summary or conclusions.** What were the author's general conclusions? Do you find them reasonable or convincing? Why or why not?

D. **The concept or problem today**

What is the current status of the concept or problem that your author was addressing? Address these two issues: 1. Has interest in the problem grown, diminished, or remained much the same? 2. Assuming that the problem is still of interest today, is it treated in theoretically and empirically similar ways, or has the treatment changed? For example, any early study of the origins of mental illness will have been transformed by profound changes in the field of genetics. Likewise, any early study of the perceptual capabilities of newborn infants will have been transformed by changes in our methods for studying infants.

To answer these questions, consult:

a. recent journal articles on the same general topic

b. recent books on the same general topic

c. recent introductory textbooks in psychology

E. **References**

At the end of your paper, starting on a separate page, include a list of references to *all* articles, books, documents, and course lectures that you have cited. Include *primary* citations as well as *secondary* citations. Primary citations are works you have seen for yourself; secondary citations are works cited in a primary citation and that you have not seen. Identify secondary citations in the body of your text, e.g., "Smith (1945) named several earlier studies as having influenced his own experiment, including Jones (1942) and Brown (1938)." Smith (1945) is the primary citation; Jones (1942) and Brown (1938) are the secondary citations.

All references must be in alphabetical order and in the style used in the text. All titles and journal names must be complete. All journal and book titles must be in italics or be underscored (not both). Do *not* use abbreviations for the names of journals. If you do not know the full name, consult the *Union List of Serials*. For some abbreviations, especially of foreign-language journals, the full name may be hard to find. Let me know, and I will help.

Indent the first line of each reference, following the style shown below:

**For lecture**

**For a single-author book**

**For a multiple-author article**
**For a chapter in a book edited by someone else**

**For a website source**
Anon. [that is, no author is listed] (2002). Life and work of Anna Freud (4 pages). Retrieved [day, month, year], from http://www.freud.org.uk/fmanna.htm

In some cases, the name and URL (Universal Resource Locator) may be insufficient. For example, "http://encarta.msn.com" is the URL for the *Encarta Encyclopedia*, but this site includes nine different categories, including life science, history, social science, and religion and philosophy. To let the reader know exactly where you found the information, go to the WEB page where you cited the information and copy the URL from the address window. Note from example above that you must report the date on which you retrieved the document from the website.

**Additional Instructions**

**Footnotes**
If you want to add certain details that, in your view, are not important enough to include in the main body of your paper, put then in numbered single-space reduced-font footnotes at the bottom of the page. If you include literature citations, cite them in the same way as you would if you cited them in the main text, and put the full reference in your reference list at the end of your paper.

**Figures**
If you find a photograph, drawing, or other likeness of your author or any photographs or drawings of the author's scientific equipment, laboratory, or department building, include it as a numbered figure in your paper. It can be either a photocopy, which you can tape directly onto the page, or, if you know how, make a digitized copy and insert it directly into the body of the text. You also can place photocopies of figures at the end of your paper. If you do, indicate where in the text they should appear, as follows:

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.............
Figure 1
.............
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Write a caption for each figure, identifying the content and source of the material. For example, suppose you are writing about an article about Joe Smith, published in 1935, and, in a biographical work by Jones (1935, p. 11), you found a photograph of Smith taken in the year 1922. Your caption should read, "Figure 1. Photograph of Joe Smith, taken in the year 1922; from Jones, 1935, p. 11." Or suppose on page 3 of his article, Smith published a photograph of the apparatus used in his experiment. Your caption should read, "Figure 2. Photograph of apparatus, from Smith, 1928, p. 3."

Figures and other graphic information are not to be counted in calculating the length of your paper; see instructions below.
Photocopy of article
Include a photocopy of the original journal article with your paper along with a photocopy of the title page of that volume of the journal. (These will not be returned.)

Format
I have typed these instructions using a mix of single- and double-spacing. Except for footnotes, your paper must be double-spaced throughout, including the space between main sections and subsections. I also have indented certain paragraphs in their entirety. Do not do this in your paper; instead, begin all text flush with the left-hand margin.

Margins
Use 1-inch margins throughout, but turn off the right-hand margin justification, so that it looks as it does in these instructions.

Page numbers
Beginning with the title page, number each page in the upper right-hand corner.

Font
Print your paper in a 12-point font (the size of the font in these instructions). Print all footnotes in 10-point font.

Length
Your paper must be no fewer than 12 and no more than 15 pages of text, not counting the title page, list of references, and any supplementary material such as tables, maps, photographs, or drawings, whether it is placed into the body of your paper or at the end.

For Help On This Assignment

As noted earlier, students in Tier II courses are expected to be able to cite sources of information and to use the rules and conventions of American English. They also are expected to produce well-written papers that communicate effectively in their fields. To these ends, I will help you as much as I can. Help also is available from the Michigan State University Writing Center in 300 Bessey Hall. Its consultants are ready to assist writers at all levels of proficiency and at all stages of work on their assignments. Students wishing to use its services should call to reserve a time.

WEB site: http://writing.msu.edu

Consulting Hours:
Monday-Thursday, 9 a.m. - 8 p.m.
Friday, 9 a.m. - 2 p.m.
Sunday, 1 p.m. - 5 p.m. (at MSU Library satellite, Main Library West)
Phone 517-432-3610
The Writing Center also has a grammar and usage hotline. Phone 432-3610
Hours: Same as the consulting hours.
e-mail: grammar@msu.edu

Recommended books on usage and style

Many excellent usage and style books are available. Some of the ones listed below may already be on your bookshelf. If not, they are widely available for sale. If you do not own such a book, buy one.


Dictionaries

Every student needs a comprehensive dictionary, not just for checking spelling but for checking meaning. If you do not own a good dictionary, run, do not walk, to your nearest bookstore. Note: most web-based dictionaries are not good substitutes.

Notes on spelling, grammar, and other matters

Spelling

Watch out for the following:
- homonyms (e.g., *seams* for *seems*; *it's* for *its*)
- words that sound like the word you want (e.g., *ladder* for *latter*)
- words incorrectly spelled as two words instead of one (e.g., *lively hood* for *livelihood*; *along ways* for *a long ways*; *after math* for *aftermath*)

None of these kinds of error will be flagged by computer spell checkers. Likewise, computer spell checkers will not flag typographical errors that result in new words, such as *trails* for *trials* and *form* for *from*.

Clarity of voice and accuracy of word choice

Avoid use of certain nonce terms, for example, "interacted with" when referring to people meeting one another; "impact" as a verb; "dialogue" as a verb; "critique" as a verb; "feedback" for "evaluation." Keep your writing simple. Do not use complex, 'technical'-sounding words when there are simple alternatives, for example, "use" instead of "utilize."
Run-on sentence
A common error is the run-on sentence, e.g., "Smith performed several experiments with rats, however, not all the experiments were successful." Here we have two independent clauses separated by "however" and commas. Using a semi-colon makes it right: "Smith performed several experiments with rats; however, not all the experiments were successful."

Sentence fragment
Sentence fragments are common, for example, "Although the statistical tests were described in great detail." This is an adverbial clause; to be a complete sentence, it needs a main clause, such as "Although the statistical tests were described in great detail, the results were not convincing."

Short, choppy sentences or long, convoluted sentences
Find a happy medium, and I do not mean those ladies on the Psychic Hotline.

Punctuation
Apostrophes: A common problem is with the use of apostrophes to mark the possessive case. For example, the word its, meaning "belonging to," is often spelled it's, which means "it is" as in "this is the reason for it's exclusion." The word its is peculiar in this sense because, for other nouns, the possessive case and contractions are spelled the same way.

Another common problem is to omit the apostrophe, for example, "the authors other work." For one author, it should be author's; for two or more authors, it should be authors'. Note: some stylists recommend adding an s to mark the plural for plural nouns that end in the letter s (e.g., Jones's).

Plural forms: Some writers also mistakenly use an apostrophe to mark the plural tense, e.g., "Smith calculated the correlation's between the two scores." The plural form of correlation is correlations. Another example: a sign in a local grocery store reads, "Turkey's for sale."

Contractions
Don't (I mean do not) use contractions in a formal paper.

Other common problems
i.e. or e.g.? These abbreviations are often confused. i.e. stands for id est and means "that is"; e.g. stands for exempli gratia, literally "thanks to the example," and means "for example." Before using these terms, ask yourself what it is you want to say.

et al. stands for et alia and means and others, so the abbreviated form is not et. al.; it is et al., as in "Smith et al."

simplistic. This word does not mean "simple"; it means "overly simple or "too simple." If you write "the theory was overly simplistic," it would mean "overly, overly simple." If you do mean that something is overly simple, call it "simplistic" or "overly simple."

Subject-predicate agreement: "This information could be used for school-based interventions that targets teachers and classrooms." It is the interventions, not the information, that target...

Data: "data are," not "data is."
Affect or Effect? Which to use, and when? Here is the rule:

**Affect**
Verb: to affect (i.e., to change, or modify) something, e.g., "I was deeply affected by the experience."
Noun: emotional tone, e.g., the patient's affect was disturbed (especially when trying to figure out the difference between affect and effect).

**Effect**
Verb: to cause to occur, e.g., "To effect the change in policy, the president did such-and-such..."
Noun: a consequence, e.g., "The therapy had a good effect on the patient."

**lie, lay.** These words give writers fits. Here is how to keep things straight:

to lie, meaning to tell an untruth:
I lie (present tense)
I lied (past tense)
I have lied (past perfect tense)

to lie, meaning to recline, to lie down
I lie on the bed (present tense)
I lay on the bed (past tense)
I have lain awake at night worrying about whether to use lie or lay (past perfect tense)

to lay, meaning to place something on something
I lay the package on my desk (present tense)
I laid the package on my desk (past tense)
I have laid the package on my desk (past perfect tense)

To complicate matters further, instead of lying down, you can lay (or place) yourself down, as in "Now I lay me down to sleep."

**Location of adverbs:** Place adverbs closest to the words they modify, e.g., "the department only holds death records for 25 years" implies that holding death records is the only thing the department does; "the department holds death records for only 25 years" is clearer.

**Other Matters**

*How to refer to the author of the paper you are reviewing.* The first time you refer to the author of your paper, use the full name. After that, the last name is enough. Likewise, do not include titles and degrees. For example, write "Jones," not "Dr. Jones," or "Dr. Harold E. Jones."

*How to refer to the paper you are reviewing.* The first time you mention the paper you are reviewing, give its full name. After that, just refer to it as "the paper under review," or "[author's] article."

*Direct Quotations.* Provide page references for all direct quotations, and be sure to indicate where quotations begin and where they end.
Use of Lectures and Text. Where appropriate, be sure to draw on the material in the lectures and text, especially for the parts of the paper on recurrent questions and intrinsic and extrinsic forces.

How Will Paper Be Evaluated?

Your paper will be evaluated twice, once for the version you submit on April 5, and once again for your final (revised) version. Your first version therefore must not be a 'rough draft.' Instead, it must represent your very best work. That means that it already has been carefully proof-read, corrected, and, yes, revised. My evaluation of your final version will take into account whether and how you dealt with my comments, corrections, and suggestions about your first version.

My impression in past years is that students rarely take sufficient time to edit what they have written. Writing is hard work; it takes lots of practice, which means that first drafts are just a start. Good writing requires re-writing. I also think that re-writing at the computer is less effective than using a pencil. So, whether you are preparing your first version or your final version (based on my comments on your first version), pour yourself a cup of coffee and, with a pencil and large eraser, go through your paper slowly and carefully. Look for awkward sentences, poor transitions, and the like, and work out alternative wording. Then enter the changes on your computer, and print the next version. Also, try reading the sentences aloud. For one thing, clanky, awkward sentences clank louder when read aloud. For another, reading aloud slows you down, so you are more likely to spot problems. So before you're paper is prof-read; make sure its proof-read. In other words just among you and I, you would be wise to check your paper carefully for grammatical, diction, spelling, punctuation; and, topographical mistakes. Watching out for sentence fragments and dangling participles and stuff like that, including problems with spacing.

For both versions of your paper, I will consider the following:

1. Quality of analysis, especially in Section C

2. Adherence to style requirements as noted in guidelines

3. Quality of writing, including

   a. mechanics, e.g.,

      spelling

      punctuation

      grammar, diction, sentence structure

      clarity of voice, word choice

4. Identification and integration of facts and concepts presented in lectures and text

   Many of the historical facts and concepts presented in the lectures, text, and assigned readings may be relevant to one or more parts of your paper. My evaluation therefore will look for evidence that you have attempted to identify these facts and concepts and have incorporated them into your paper.
Deadlines

Approval of choice of published article: by Tuesday, February 8

Before and after every class, I will be available to examine the articles that you are considering for your paper, so bring your photocopies to class. Otherwise, see me during office hours.

Submission of term paper: by Tuesday, April 5

Return of term paper with comments and suggestions for revision: by Tuesday, April 19

Submission of final version: by Thursday, April 28

The approval and submission dates are deadlines. You cannot exceed them, but you may precede them. Therefore, the sooner your choice of an article is approved, the sooner you can begin your work. And once your choice is approved, start working on the paper. Don’t wait until late in March. If you delay too long, you’ll have to rush, and, believe me, it will show.
Check List for Term Paper

Your paper should include information about all of the categories and subcategories in the following list, so, before you turn in your paper, check it against the list. Your evaluation will be based on the quality of your work in each category and subcategory. Return the check list with your paper because I shall refer to it in my comments. Note: the information included for each category and subcategory in this check list is not exhaustive; it is for illustration only, so be sure to check your paper against the Instructions for Term Paper. After each category and subcategory, I shall check "yes" or "no." Please note: "yes" and "no" indicate whether I think you have treated this category or subcategory adequately. They do not refer to an answer to a specific question raised within that category or subcategory. In other words, under Category C, subcategory d, if I check "no," I do not mean that the journal is no longer in existence; I mean that you failed to answer the question whether or not the journal is still in existence. So, if I check "no" for a category or subcategory, it means that you must improve this section in your final paper. As always, feel welcome to ask me for help.

A. Title Page
   Correct form? yes.....     no......

B. Author of Paper
   Information provided? yes.....     no......

   For information about your author, be sure to cite the bibliographic sources for the information. If you were unable to find information about your author, then list the bibliographic sources that you consulted. It may be that information about your author is unavailable for any number of reasons, for example, if your author did not have an academic career. If you can, you also might speculate about the reasons for the absence of information (assuming, of course, that you have, indeed, looked in at least some of the right places). I want to be sure that you have, at least, made an honest effort.

C. Journal
   Adequate description?
   a. Owner and publisher     yes....     no......
   b. Editor and editorial board     yes...     no......
   b. Founding date     yes...     no......
   c. Kind of journal
      What kind of journal when founded, or in early years?     yes....     no......
d. The journal today
Is journal still around? If so, what
kind of journal is it now? If defunct,
when did it cease operation?

    yes....  no.....

D. Content of paper (Remember, this part should be the heart of your analysis).

a. Theoretical and empirical background
What is theoretical and empirical
background for paper? What general
set of theoretical and empirical issues
was author addressing? Whose work does
author cite?        yes....  no.....

b. Method
Experiment, questionnaire,
observational study?        yes...  no.....
Method adequate by standards then?
By standards today?

    1). Control groups used?  
       Correctly?        yes....  no.....

    2). Method described in sufficient
detail for replication, or
unclear, incomplete?        yes.....  no.....

    3). Subjects? How many? Enough to
justify conclusions?        yes.....  no.....

c. Results

    1). Statistical procedures?
       Appropriate for times, or did author
fail to use available techniques?  yes....  no.....

    2). Tables or figures? Or has author
relied more on verbal account?    yes.....  no.....

d. Summary or conclusions
What were they?
Reasonable or convincing?  yes....  no.....

e. Identification and integration
of ideas and concepts  yes....  no.....
E. **Problem or concept today**
   Still of interest or no longer of interest? yes... no.....

F. **References**
   List of references to other papers, books, or documents that you cited? yes... no.....
   Designated style followed? yes... no.....

G. **Footnotes, End Notes (optional)**
   yes... no.....

**Proof-reading?**
   Does review bear evidence of having been carefully proofread? yes... no.....

**Absence of solecisms?** yes... no.....

**Final points:**