

FCS 380 Handouts Part A
Dr. Anne Marengo

Print all pages and bring to class every day

Annotated References

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family*, 42(2), 331-346.

Wives are happier overall when they work outside the home if they and their spouses agree that they should work. When women are forced to work outside the home for whatever reason, the marriage on average is not as happy.

Popenoe, D. (1993). American family decline, 1960-1990: A review and appraisal. *Journal of Marriage and the Family*, 55(3), 527-555.

Discusses the downfall of families and especially children when husbands/fathers are not present. Negative outcomes including poor school performance, drug use, poverty, and adolescent delinquency are elaborated on.

Stinnett, N. (1979). In search of strong families. In N. Stinnett, B. Chessser, & J. DeFraim (Eds.), *Building family strengths: Blueprints for action* (pp. 23-30). Lincoln, NE: University of Nebraska Press.

Discusses the 12 strengths found in strong families. Commitment is the willingness to put aside time and make an effort in the relationship. Honesty, trust, and fidelity are accepting each other's word, depending on each other, believing in each other, and being faithful to each other. Responsibility is doing your part to take responsibility for the well-being of the relationship. Adaptability, flexibility, and tolerance are recognizing that people differ and that your own preferences are not the only ones. Also realizing that life is not static, it is constantly changing and accepting the changes. Unselfishness is a reciprocal, giving relationship characterized by compromise and negotiation; the goal is not for you to win, but for the relationship to win. Communication means effective skills in speaking and listening. Empathy and sensitivity are being able to identify with the feelings, thoughts, and attitudes of the other person. Admiration and respect are having an unconditional positive regard for the mate. Affection is telling your mate how you feel on a regular basis and realizing that the need for affection fluctuates over time. Companionship is enjoying each other's company and participating in shared interests. Ability to deal with crises and stress positively is remembering that you aren't lost, you just need directions. Spirituality and values is sharing of similar beliefs, not necessarily religion.

NOTE: I have used Courier New font for the reference entries so that you can see spaces and italics. You may use Times New Roman for your papers if you wish, keeping in mind that Courier is a non-proportional font and Times is a proportional font.

I have single spaced this example, yours will be double spaced, left justified, 1" margins, 1 font throughout. You may add an extra double space between citations for this assignment.

An annotation should include all relevant (to your topic) material from the article. It should *not* be merely a reminder of what the article is about.

To illustrate the difference between Courier (a non proportional font) and Times Roman (a proportional font), I have included the same citation in both fonts below.

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family*, 42(2), 331-346.

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family*, 42(2), 331-346.

For each of the following studies, please indicate whether you consider it to be ethical or unethical, and justify your decision by discussing the ethical principles involved.

Study # 1. An social psychologist sits in a crowded bar all evening and records the number of people who came into the bar alone who leave alone or who leave with someone else, and the time at which they left.

ethical cannot decide unethical

Study # 2. A researcher wants to administer a new drug hypothesized to affect aggressive behavior. He chooses prison inmates to be his participants, reasoning that aggression is more common in prisons. In order to persuade prisoners to participate, they are promised favorable letters to their parole boards which may facilitate earlier release.

ethical cannot decide unethical

Study # 3. A researcher was interested in reactions to feedback about the self. He manipulated people's self-esteem by having them take a personality test and then afterwards giving them either a favorable or unfavorable report about their personality on dimensions such as hostility, maturity, and social sensitivity. After participants completed some questionnaires, they were carefully debriefed and shown how the false feedback was created.

ethical cannot decide unethical

Study # 4. A psychologist is interested in studying discrimination against homosexuals as a result of AIDS. She carefully trains a confederate to portray stereotypical "macho" and "gay" behavior. In the laboratory, naive participants interview the confederate for a hypothetical job. Without their knowledge, the psychologist observes their nonverbal gestures, eye contact with the confederate, and so forth. In order to assure that participants do not talk to their friends about the study, the psychologist never reveals to them that the true purpose was to study discrimination.

ethical cannot decide unethical

Study # 5. Deception was employed in a study examining the relationship between attributional style and self esteem. Prior to participation, research subjects were informed of the requirements and purpose of the experiment to the extent possible given the deception component. Freedom to withdraw from the study at any time was emphasized. Following an assessment of attributional style, all participants were given false feedback on a test of a particular intellectual ability and were told that their scores indicated that they performed below average. Attribution and self-esteem measures were then administered. Immediately upon completion, subjects were thanked for their participation and promised a detailed report of the study. Two months later, subjects received the report, which fully described the deception.

ethical cannot decide unethical

Study # 6. A team of researchers is interested in studying helping behavior. They stage a scene in a subway in which a confederate falls off his seat and bleeds from the mouth. The dependent variable is how quickly bystanders help the "victim." The bystanders are never told they have been in an experiment.

ethical cannot decide unethical

Study # 7. Participants are invited to be "confederates" of the experimenter who is ostensibly doing a study on the effects of stress on job interview performance. The participant's role is to give the other study participant (who is in fact the "real" confederate) negative feedback about their interview performance. They are to tell him that he is performing poorly at the task he is working on, is unlikely to get the job, and to make demeaning remarks about the interviewer's personality. If the participant protests, the experimenter gives him prods such as, "The experiment requires that you must continue."

ethical cannot decide unethical

Example of a summary (What NOT to do):

The three little pigs built houses and the big bad wolf came and huffed and puffed and blew them down, but in the end the pigs were safe because the big brother pig built a strong house (Pig, Pig, & Pig, 1994).

Little Red Riding Hood took goodies to her grandmother and the wolf did away with her grandmother and posed as the grandmother and tried to eat little red riding hood. Red riding hood couldn't fend off the attack of the wolf and in the end the wood cutter came in and saved her (Hood, 1999).

A spell was cast on Sleeping Beauty by a witch to make her sleep for 100 years because the witch was jealous of the girl's beauty. Sleeping beauty was asleep for most of the story and she could not take care of herself. At the end of the story a handsome prince kissed her and she awoke and loved him for the rest of her life (Sleeping, 2002).

A witch had placed a spell on a prince that had turned him into a hideous beast because he had no love or generosity in his heart. Belle was held captive by the beast. At one point she tried to escape from him, but ended up saving him. In the end he saved her and they fell in love and she kissed him and he turned into a handsome prince and they lived happily ever after (Beast, 2000).

Example of a synthesis:

Review of Literature

Villains

Villains are a common theme in fairy tales. Sometimes wolves are the villains (Hood, 1999; Pig, Pig, & Pig, 1994) and sometimes the villains are witches (Beast, 2000; Sleeping, 2002). Wolves can commit their dastardly deeds out in the open as in the case of the three little pigs. The wolf comes to their homes and huffs and puffs and blows their houses down (Pig, Pig, & Pig, 1994). However, according to Hood (1999) the wolf goes undercover by posing as the child's grandmother. When a witch is the villain, she usually plays a very peripheral role in the story. In both beauty and the beast and sleeping beauty, the witch casts her spell at the beginning of the story and is not present throughout the rest of the story (Beast, 2000; Sleeping, 2002). In beauty and the beast (Beast, 2000) a handsome prince is turned into a hideous beast because he has no love and generosity in his heart, but in sleeping beauty (Sleeping, 2002) the witch is jealous of the beauty of the girl and so places her under a sleeping spell which can only be broken by the kiss of a handsome prince.

Heros

The hero or savior in most fairy tales is a male figure. In the case of the three little pigs the oldest brother pig is the savior of the younger brother pigs (Pig, Pig, & Pig, 1994). Sleeping beauty's hero is the handsome prince (Sleeping, 2002). Belle's hero is the beast-turned-prince (Beast, 2000) and little red riding hood's hero is the woodcutter (Hood, 1999). In two of these stories the hero plays a role throughout the story (Beast, 2000; Pig, Pig, & Pig, 1994) while in the other two he comes in at the end to save the day (Sleeping, 2002; Hood, 1999).

Damsels in Distress

The main character in three of these four fairy tales is a female figure, the exception being the three little pigs which only has male characters (Pig, Pig, & Pig, 1994). The females in the remaining stories are usually portrayed as passive and in need of a rescue. Sleeping beauty is asleep through much of the story and is not able to fend for herself (Sleeping, 2002). Little red riding hood is a mere child and not able to fight off the attack of the big bad wolf (Hood, 1999). Belle displays a little less passivity and stands up to the beast at one point in the story. She even rescues him from the wolf attack.

But in the end she is saved by the beast and this is what causes her to fall in love with him (Beast, 2000).

Summary

In summary, villains, heros, and females in distress are what make up a good fairy tale. These four very common fairly tales illustrate these elements to varying degrees. Some of the stories contain all of the elements while others contain only some of them. That these common elements are contained in most fairy tales may be an influence on young children may be an avenue for further research.

References

- Beast, B.B. (2000). Beauty and the beast. Boston: Harper and Row.
- Hood, L.R.R. (1999). Little red riding hood. New York: McGraw-Hill.
- Pig, B.O., Pig, B.M., & Pig, B.L. (1994). The three little pigs. Mayfield, CA: Books for the Sleepy Child Press.
- Sleeping, F.M. (2002). Sleeping beauty. Little Rock, AK: Nappy Time Books.

NOTE: I have single spaced to save paper, but your review of literature will be double spaced.
For proper APA format refer to your style guide

Review of Literature

Negative Aspects of Bottled Water

As health-oriented as many Americans may be, they may not be aware of some of the risks associated with bottled water. First, there is a lack of regulations for phthalates (contaminants) and Cryptosporidium. Second, if bottled water is both packaged and sold within the same state, many safety exemptions apply (Potera, 2002). Third, about 25 percent of the bottled water Americans are paying for is actually tap water (Potera, 2002; Shermer, 2003). Fourth, the reason that public water supplies are flouridated is to help prevent dental carries. Bottled water, unless otherwise labeled, contains no flouride (Bullers, 2002). Fifth, volatile organic compounds (VOC's) have been found in bottled water. Apparently, cleaning solvents and lubricants contacted the water via machinery during the bottling process (Allen, 1994). Sixth, especially when storing water in sunlight and high temperatures, hazardous compounds can leach from the plastic bottle into the water (Potera, 1994).

Notice how she has taken information from four articles and synthesized it into a new meaningful whole. This is only one paragraph from her review of literature.

Titlepage - see next page for sample

- APA is not specific about the placement of the elements of a titlepage, so for this class, use 1 inch margins
- Center all elements horizontally and vertically and type with upper and lower case letters
- Turn on double spacing
- Type the title and enter once (1 double space)
- Type your name and enter once (1 double space)
- Type the course identification and enter once (Family and Consumer Sciences 380)
- Type the semester and year
- There is NO page number on the title page

To turn on the option to center the page in WordPerfect:
format>page>center>current page

To turn on the option to center the page in Word:
file>page setup
click layout tab
change “page vertical alignment” to center

Running head not required for this class, but if you need to do it for another class:

A running head is an abbreviated title of paper or your last name and it goes in the upper right hand corner followed by the page number, 1 inch down, 1 inch in

Insert a header in WordPerfect:
insert>header/footer>create
format>justification>right
type your title or name then space 2 spaces
format>page>insert page number
click on page number, highlight “page”
click “insert”
click “close”

Word:
at the end of your title page
insert>break>next page
insert>page number
position=top of page
alignment=right
click “ok”

Predicting Divorce

Anne Laurel Marenco

Family and Consumer Sciences 380

Fall, 2003

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Note:

- Double-space the table of contents as well as the body of the paper.
- Each major section or level one heading (e.g., introduction, review of literature, methods, etc.) of the paper should start on a new page
- For minor section divisions, level two or greater headings (e.g., operationalization of variables, sample, etc.), use regular double spacing, no extra blank lines
- Each heading and subheading that appears in the table of contents must appear *exactly the same* in the paper on the page indicated and vice versa
- There is NO page number on the table of contents
- This is the full table of contents, for your proposal you will not have all of these headings, only include those that you have

First level subheadings:

Centered Uppercase and Lowercase Letters

The text begins on the next line, indented and double-spaced. It continues on to become a well-worded paragraph or group of paragraphs.

Example:

Review of Literature

The review of literature of the first step in the research process and it's importance should not be diminished. It directs the entire research process including the construction of the survey or measurement instrument.

Second level subheadings:

Flush Left, Italicized Uppercase and Lowercase Letters

The text begins on the next line, indented and double-spaced. Second level subheadings help direct the reader as to what he will find in this section. It also serves to help organize the writer.

Example:

Family as Influence on Smoking

Family members are often very influential in the acquiring of a smoking habit. When parents, grandparents, siblings, and other family members smoke, children are 25% more likely to pick up the habit (Smithers, 2002).

Third level subheadings:

Indented one tab stop (½ inch), italicized lowercase ending with a period. The paragraph begins at the end of the heading on the same line and of course it is all double-spaced.

Example:

Television and smoking behavior. Smoking is very prevalent in television shows. Even today (notice I did not say "nowadays") stars display smoking behavior in their shows. Although this is much less prevalent than in the past (notice I did not say "back in the day"), it still may serve as a model for teenagers.

Methods

The Shayesteh Study On Wine

In light of the current research on wine and grape juice, this study will investigate the frequency of wine consumption and the opinions of California State University, Northridge students regarding the health benefits of wine.

Operationalization of Variables

The demographic variables for this study are age, sex, and religion. Since some religions prohibit the consumption of any alcoholic beverage, I therefore think it is important to ask the respondent's religion. I will further ask if the participants drink red wine, white wine, or grape juice and which they consume most frequently. The respondents will be asked to explain, in as much detail as possible, why they drink the beverage selected as the most frequently consumed. Three quantitative questions will ask how often, how many glasses (1 glass = 196ml = 6.5 fl. oz.), and on what occasions the respondents drink the beverage they most frequently consume. Lastly, I will ask participants whether or not they think the beverage they most frequently consume (red wine, white wine, or grape juice) has any health benefits.

Sample Selection

A convenience sample will be used. I will stand outside the Oviatt Library at California State University, Northridge and ask if students would be interested in participating in the study.

Analysis

Qualitative and quantitative analysis will be used.

Wrigley's Gum Survey

1. Which do you prefer Bubble Gum or Chewing Gum?
☐ Bubble Gum
☐ Chewing Gum
2. Which of the following do you prefer? (Rank in order, 1 being most preferred, 6 being the least)
☐ Bubble Gum
☐ Cinnamon
☐ Juicy Fruit
☐ Spearmint
☐ Winterfresh
3. What is your favorite flavor of gum?
4. What is your least favorite flavor of gum?
5. What new flavors of gum would you like to see in the future? (Mark all that apply)
☐ Blue Raspberry
☐ Cotton Candy
☐ Kiwi Strawberry
☐ Pina Colada
☐ Sour Green Apple
6. How often do you chew gum?
☐ Always
☐ Frequently
☐ Once in a while
☐ very rarely
☐ Never
7. Where do you chew gum? (Mark all that apply)
☐ In class
☐ In the car
☐ At the movies
☐ At the mall
☐ Anywhere
8. Which do you prefer Sugar Free or Regular Gum?
☐ Sugar Free
☐ Regular
9. Which do you prefer Stick gum or Cube gum
☐ Stick gum
☐ Cube gum
10. Do you like the comics or joke inside the gum wrapper?
☐ Yes
☐ No

Thank you for completing this survey.

Patient History Questionnaire

This is a separate file on the website

Consumer Product Survey of America

This is a separate file on the website

The Unfolding Method

This is a separate file on the website

Wine Any One?

This is an anonymous and confidential survey designed to investigate wine consumption and opinions about the health benefits of wine.

Please mark or fill in the appropriate response

1. Age_____

2. Sex
☐ male ☐ female

Note: This is the 3rd demographic variable, a variable related to the characteristics of your respondents, not a question specifically getting at your research, but it should be relevant to your research

3. Religion
☐ Jewish ☐ Muslim ☐ Catholic ☐ Christian ☐ Other _____
Please Specify

Note: This is a ratio level variable

4. On average, how many days per week do you consume wine? _____

Note: This is another way to ask a ratio level question

5. On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)? _____

Note: Ordinal

6. How much do you agree that wine has health benefits?
☐ strongly agree ☐ slightly agree ☐ slightly disagree ☐ strongly disagree

Ordinal

7. How often do you drink wine?
☐ very often ☐ often ☐ not very often ☐ never

Qualitative

8. In as much detail as possible, please explain why you consume wine. For example, how does it make you feel, what about the taste do you like, etc.?

Thank you for your time.

Wine Any One Codebook

age

“Age”

Coded in number of years

sex

“Sex”

1=male

2=female

religion

“Religion”

1=Jewish

2=Muslim

3=Catholic

4=Christian

5=Other

daysweek

“On average, how many days per week do you consume wine?”

Coded in number of days

glasses

“On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)?”

Coded in number of glasses

agree

“How much do you agree that wine has health benefits?”

4=strongly agree

3=slightly agree

2=slightly disagree

1=strongly disagree

often

“How often do you drink wine?”

4=very often

3=often

2=not very often

1=never

Wine Any One?

This is an anonymous and confidential survey designed to investigate wine consumption and opinions about the health benefits of wine.

Please mark or fill in the appropriate response

1. Age 26

2. Sex
[] male [X] female

4. Religion
[] Jewish [] Muslim [] Catholic [X] Christian [] Other _____
Please Specify

4. On average, how many days per week do you consume wine? 2

5. On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)?
1

3. 6. How much do you agree that wine has health benefits?

[] strongly agree [X] slightly agree [] slightly disagree [] strongly disagree

2. 7. How often do you drink wine?

[] very often [] often [X] not very often [] never

8. In as much detail as possible, please explain why you consume wine. For example, how does it make you feel, what about the taste do you like, etc.?

__Blah, blah, blah_____