**Paper Assignment Guidelines**

The goal of the four paper assignments you will write this semester is to strengthen your library skills, critical thinking and analytical skills, and knowledge of the key issues within the developmental psychology literature. Responses to each paper assignment should not be based on your opinion but based on the information in your textbook and peer-reviewed research. Each paper assignment should be 4 pages long, double-spaced, 12-point Times New Roman Font and in APA Format (abstract is not necessary). Up to 10 additional points will be deducted from papers that are not in APA formatting and/or have grammatical errors that affect readability. In addition to any sources that are provided within the paper assignment, for each assignment you will be responsible for finding **three additional peer-reviewed sources** to help you develop and support your response. When writing your paper assignments, please remember that your point of view should be informed and supported by peer-reviewed research. To receive credit for your work please provide a reference page in APA format for all the sources you used in your paper assignment. The reference page does not count toward the page requirement for paper assignments. To assist you in writing your paper assignments, please review the ‘**Paper Assignment Help**’ pdf file on Canvas and the **grading rubric** that is posted on Canvas and found at the end of the instructions for each paper assignment (the rubric is the same for all paper assignments).

***Note:*** All paper assignments that you complete in this course will be processed using the anti-plagiarism software, UniCheck. This software is integrated with Canvas and will give you a similarity score for your assignments that will be visible to both you and your professor. If there are instances where your writing is similar to, or matches against, a source within the database, it will be flag for your professor to review. Any work that is submitted that has a similarity score over 20% will not be graded and will receive a zero. You can see your similarity score as soon as you submit your assignment. In the event that your similarity score is too high, you may revise your document and resubmit your assignment up until the assignment is due.

**Paper Assignment #1 (50 pts)**

**The Long-Term Consequences of Childhood Obesity**

Your textbook discusses some of the long-term physical and psychological consequences of childhood obesity. This is a major issue because obesity is strongly correlated with cardiovascular disease and diabetes as well as low self-esteem, depression, and exclusion from peer groups. In addition, economically speaking, obesity-related morbidity may account for almost 7 percent of U.S. health-care costs. In Paper Assignment #1, respond to the following questions:

* Why is obesity such a problem in the United States? What are some societal changes that potentially account for this epidemic-like change?
* What are the long-term consequences of childhood obesity?
* What is the developmental pattern of obese individuals and what could explain this pattern?
* What are some social policies implemented at either the local, state, or federal level to reduce the number of obese children? Have these interventions been successful? Why or why not?

**Paper Assignment Rubric**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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|  | **Excellent** | **Good** | **Okay** | **Needs Improvement** |
| **Explanation of issues**  **(5 pts)** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (5 pts) | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. (4 pts) | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. (3 pts) | Issue/problem to be considered critically is stated without clarification or description. (2 pts) |
| **Evidence**  **(10 pts)**  *Selecting and using information to investigate a point of view or conclusion* | Demonstrates skillful use of high-quality, peer-reviewed, relevant sources to develop ideas with enough interpretation/evaluation to develop a comprehensive analysis of the issue. Viewpoints of experts are questioned thoroughly. (10 pts) | Demonstrates consistent use of peer-reviewed, relevant sources to support ideas with enough interpretation/evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning. (8 pts) | Demonstrates an attempt to use credible and/or relevant sources to support ideas with some interpretation/evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning. (6 pts) | Demonstrates an attempt to use sources to support ideas in the writing. Information is taken from source(s) without any interpretation/evaluation.  Viewpoints of experts are taken as fact, without question. (4 pts) |
| **Sources**  **(5 pts)** | Number of required peer-reviewed sources is met (5 pts) | Missing one required peer-reviewed source. (4 pts) | Missing two required peer-reviewed sources. (3 pts) | Missing more than three peer-reviewed sources. (2 pts) |
| **Influence of context and assumptions**  **(10 pts)** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. (10 pts) | Identifies own and others' assumptions and several relevant contexts when presenting a position. (8 pts) | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). (6 pts) | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. (4 pts) |
| **Student's position—perspective, thesis/hypothesis**  **(10 pts)** | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.  Limits of position (perspective, thesis/hypothesis) are acknowledged.  Others' points of view are synthesized within position (perspective, thesis/hypothesis). (10 pts) | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). (8 pts) | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. (6 pts) | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. (4 pts) |
| **Conclusions and related outcomes—implications and consequences**  **(10 pts)** | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. (10 pts) | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. (8 pts) | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. (6 pts) | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. (4 pts) |