

I. COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Demonstrate an understanding of the incidence of adolescent chemical dependence and its impact on youth, families, and communities;
2. Compare and critically evaluate major models and theories of chemical dependence including the bio-psycho-social-spiritual impact of ecological factors on development, incidence, maintenance, and treatment of substance abuse and dependence;
3. Discuss the physiological and psychological effects of drugs and alcohol on youth, particularly considering developmental frameworks;
4. Grounded in the ethical decision-making process, identify, utilize, and understand the rationale behind empirically-supported prevention and intervention approaches.
5. Demonstrate an understanding of assessment and classification of adolescent psychoactive substance dependence and abuse and the concept of multiple diagnoses;
6. Identify and describe the effects of chemical dependence on families and communities with an understanding of the pursuit of social and economic justice including strategies to address discrimination, oppression, and economic deprivation for individuals and families with special attention to characteristics including but not limited to involvement with the criminal justice system, gender, age, culture, socioeconomic status, sexual orientation, and ability;
7. Discuss and evaluate methods designed to motivate chemically dependent adolescents and their families to use available treatment programs and community self-help resources in order to help alleviate social problems related to adolescent chemical dependency and to promote client well-being.

III. METHODS OF INSTRUCTION

The primary means of instruction are informal lectures (students are encouraged to ask questions and make comments during lectures) and class discussions. Students will be encouraged to share their experiences and perspectives (without incriminating themselves or putting their privacy at risk). Films and exercises will also be used. Guest speakers will augment class sessions with their expertise. Experiential exercises will be utilized readily to practice learned skills.

IV. TEXTS

REQUIRED TEXT:

Erickson, C. K. (2007). *The Science of Addiction: From Neurobiology to Treatment*. New York: W.W. Norton and Company, Inc.

Sheff, D. (2008). *Beautiful Boy: A Father's Journey Through His Son's Addiction*. Boston: Houghton Mifflin Harcourt.

Sheff, N (2009). *Tweak: Growing Up on Methamphetamines*. New York, NY: Simon and Schuster.

RECOMMENDED TEXTS:

Leukefeld, C. G., Gullotta, T. P., & Staton-Tindall, M. (2009). *Adolescent substance*

abuse: Evidence-based approaches to prevention and treatment. New York, NY: Springer.

V. COURSE AGENDA

Date	Description	Text / Readings “read by date shown”
T 1/14/13	Introductions and review of syllabus: Theories of chemical dependence: Moral, Bio-psycho-social-spiritual , developmental model	Visit the website of the National Institute on Drug Abuse at www.nida.nih.gov/DrugAbuse.html Be prepared to take notes on this model – the whole course revolves around it!!!
TH 1/16/14	Defining terms and facing myths: Adolescent chemical use, misuse, abuse, addiction, trends & consequences, and dependence The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction SPEAKER: CARLTON ERICKSON	Chapters 1 & 2 in Erickson, C. K. (2007). <i>The Science of Addiction</i> Explore drug myths on http://www.utexas.edu/research/asrec/
F 1/17/14	Introductions (including high school setting – i.e., rural/urban, large/small, SES, etc.) Discussion of drug culture in high school/college	
T 1/21/14	Video: NIDA Research Series <i>The Hijacked Brain</i> (narrated by Bill Moyers) Understanding how biology intersects with psychosocial aspects of substance dependence	College student intro: Kuhn, C., Swartzwelder, S., Wilson, W. (2008). <i>Buzzed: The Straight Facts about the Most Used and Abused Drugs</i> (posted) Prepare for video by exploring this website: http://www.pbs.org/wnet/closetohome/science/

TH 1/23/14	Adolescent Development	Read <i>Adolescent Substance Use: Developmental Considerations</i> Staci Leon Morris, Psy.D., and Eric F. Wagner, Ph.D. http://www.attcnetwork.org/regcenters/productDocs/14/Adolescent_Monograph_1.pdf
F 1/24/14	Further discussion re drug and alcohol perspectives, experiences, and impressions	
T 1/28/14	Screening, Diagnosis & Assessment	Finish the book <i>Beautiful Boy</i> by this class (mini-quiz) SAMHSA/CSAT: <i>Screening and Assessing Adolescents for Substance Use Disorders</i> See http://store.samhsa.gov/home For other free publications
TH 1/30/14	Understanding the chemically dependent Adolescent: An Ecological Perspective (case studies) – Practicing assessing and diagnosing	
FR 1/31/14	Discussion of Service Learning Project (the team semester long project – paper and presentation) Discussion of strategies and resources	HAND IN YPAD IP (Integrative Portfolio) PROPOSAL: -Topic -Ideas for gathering information -Possible lectures to attend -Possible interviews to conduct -Possible agencies to visit
T 2/4/14	Recovery Movement & Support: <ul style="list-style-type: none"> ● 12 Step Programs and other groups ● Spiritual/Religious approaches <p><i>Speaker: On 12-Step program attendance [important info for upcoming paper]</i></p>	http://www.austinaa.org/ Explore Intergroup website and become familiar with local resources. ***** Kelly, J.F.; Myers, M.G.; Brown, S.A. (2002). Do adolescents affiliate with 12-step groups? A multivariate process model of effects. <i>Journal of Studies on Alcohol</i> , 63(3), 293-304. Article controversy: http://www.time.com/time/health/article/0,8599,2003160,00.html

		Holleran, L., & MacMaster, S.A. (2005). Applying a Cultural Competency Framework to Twelve Step Programs. <i>Alcoholism Treatment Quarterly</i> , 23, (4), 107-120.
TH 2/6/14	Guest Panel of recovering young people. Submit Paper 1 by the end of class	Come to class with at least 3 questions (on index card) informed by class up to this point for the young people in recovery who are coming to class today.
F 2/7/14	Discussion re details of 12-step meetings in preparation for Paper #2. Details re lab visits next week	
T 2/11/14	Recovery Models Person centered roads to recovery: 12 step SMART M & M Celebrate Recovery	
TH 2/13/14	Drug and Alcohol Research – understanding the basics of research in this field in preparation for lab visits tomorrow.	Review http://www.drugabuse.gov/ Read <i>Adolescent Substance Use: Developmental Considerations</i> Staci Leon Morris, Psy.D., and Eric F. Wagner, Ph.D. http://www.attcnetwork.org/regcenters/productDocs/14/Adolescent_Monograph_1.pdf
F 2/14/14	LAB VISITS: You will be signed up for	Read and review information on lab

	<p>one of the following UT Addictions Research Labs (including but may not be limited to the following):</p> <p><u>Juan Dominguez</u> Neural and endocrine mechanisms that regulate motivated behaviors; rat brains</p> <p><u>Jeff Luci</u> Facilities Manager for the Imaging Research Center (MRI studies)</p> <p><u>S. John Mihic</u> Molecular sites of action of drugs of abuse on ligand-gated ion channels (molecular, biochemical and electrophysiological techniques to elucidate the underlying processes)</p> <p><u>Michaela Martinelli</u> Biological bases of addiction; models associated with increased addiction liability (e.g., adolescence, exposure to drugs, exposure to stress, etc.)</p>	<p>website. Bring to lab visit note card with one well informed question to ask the presenter</p>
<p>T 2/18/14</p>	<p>Therapeutic Techniques: Stages of Change and Motivational Enhancement/Interviewing Speaker: Kirk Von Sternberg, Ph.D. Videotapes: Motivational Interviewing</p>	<p>Handout will be posted on blackboard.</p> <p>DiClemente, C. C., Schlundt, D. and Gemmell, L.(2004) Readiness and Stages of Change in Addiction Treatment. <i>American Journal on Addictions</i>, 13:2, 103-119.</p> <p>http://pdfserve.informaworld.com/811736_731196266_714111001.pdf</p>
<p>TH 2/20/14</p>	<p>Continuum of Care: Treatment & Interventions</p> <p>Panel of addictions clinicians</p>	<p>See Laitman & Lederman chapter, “The Need for a Continuum of Care” in Roth, J. & Finch, A. J. (2013). <i>Approaches to Substance Abuse and Addiction in Education Communities: A Guide to Practices that Support Recovery in Adolescents and Young Adults</i>. Routledge Publication.</p>
<p>F 2/21/14</p>	<p>Further discussion re: Intervention techniques, Stages of Change and Motivational Interviewing</p> <p>Touch base re any final questions re Paper 2</p>	

	and update re: progress on YPAD IP	
T 2/25/14	SPEAKER: John Kelly, MD Harvard Research and evidence re: young people and recovery Submit Paper 2 by the end of class	Read: http://pubs.niaaa.nih.gov/publications/arh334/350-355.htm
TH 2/28/14	A glimpse into an adolescent treatment setting: Visit from Phoenix House Counselors and youth from TAFS.	Erickson, C. (2007) Science of Addiction – Chapter 8 Read and highlight bullets from: http://well.blogs.nytimes.com/2013/02/04/effective-addiction-treatment/?_r=0
F 2/29/14	Small group activity and class discussion re lecture material (addiction clinicians and youth panel). Time will be given to answering questions about YPAD IP.	Hand in list of resources utilized (interviews, lectures, agency visits, research articles, etc) and draft for YPAD IP presentation
T 3/5/14	Prevention: “Primary, Secondary, Tertiary” College Alcohol Prevention Program	Reading from Leukefeld, C. G., Gullotta, T. P., & Staton-Tindall, M. (2009). <i>Adolescent substance abuse: Evidence-based approaches to prevention and treatment</i> . New York, NY: Springer. TBA
TH 3/6/14	Culturally grounded prevention interventions: Dr. Holleran’s research presentation [QUIZ 1 IN SMALL SECTIONS FRIDAY]	Holleran, L.K., Reeves, L., Marsiglia, F. F., & Dustman, P. (2002). Creating culturally grounded videos for substance abuse prevention: A dual perspective on process. <i>Journal of Social Work Practice in the Addictions</i> , 2(1), 55-78.

F 3/7/14	QUIZ 1	
3/10-3/14	SPRING BREAK	
T 3/18/14	<p>Harm reduction and Non-Abstinence based models of intervention</p> <p>Speakers: Kim Comstock, Medication Assisted Recovery, Methadone Maintenance Clinic (MARS) and Robert Love, Austin Harm Reduction Coalition</p>	<p>MacMaster, S.; Holleran Steiker, L., Chaffin, C. (2005). Empirical and Theoretical Support for the Inclusion of Non-Abstinence Based Perspectives in Prevention Services for Substance Using Adolescents. <i>Journal of Evidence Based Social Work</i> 2(1/2), 91-111.</p> <p>Marlatt, G.A. & Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment. <i>Addictive Behaviors</i>, 27(6), 867-886.</p> <p>Medication Assisted Treatment (MAT): A Dialogue With a Multidisciplinary Treatment Team and Their Patients. Interview Conducted by Lori Holleran Steiker, With Kim Comstock, Steve Arechiga, Jade Mena, Melissa Hutchins-Jackson, Katrina Kelly, and Members of the MARS Relapse Prevention Group. <i>Journal of Social Work Practice in the Addictions</i>, 13:1-10, 2013</p>
TH 3/20/14	Dyad feedback on YPAD IPs.	

F 3/21/14	YPAD IP PRESENTATIONS	
T 3/25/14	Group work with adolescent addicts and families	
TH 3/27/14	Other alternatives to traditional treatment: PANEL of PROFESSIONALS (e.g., acupuncture, equine therapy, biofeedback, mindfulness exercises, music therapy, etc.)	
F 3/28/14	YPAD IP PRESENTATIONS	
T 4/1	SUMMARIES AND RESPONSES TO CRITICAL ISSUES RAISED IN PRESENTATIONS . . .	
TH 4/3	IMPLICATIONS OF YPAD IPs for extending beyond the course	
F 4/4	YPAD IP PRESENTATIONS	
T 4/8	Ken Winters: Professor & Director, Center for Adolescent Substance Abuse Research <ul style="list-style-type: none"> • Adolescent drug abuse • Problem gambling 	

	<ul style="list-style-type: none"> • Preventive interventions 	
TH 4/10	AUSTIN'S FIRST RECOVERY HIGH SCHOOL -- UNIVERSITY HIGH SCHOOL Panel and discussion	
F 4/11	Small group discussion of UHS and community services for youth in recovery	
T 4/15/14	Young People, Drugs and the Law: Drug Court reps; Honorable Nancy Hohengarten (pending confirmation); lawyers who represent YPADs.	Readings/prep to be announced
TH 4/17/14	Policy and Legal Issues – Visit from Diana DiNitto, Ph.D., Russ Jones (retired Narcotics Officer, Speaker for the Law Enforcement Against Prohibition LEAP and Drug Policy Forum of Texas)	
F 4/18/14	Further discussion re Policy and Legal Issues	
T 4/22/14	YOUNG PEOPLE AND DRUGS JEOPARDY – QUIZ REVIEW [QUIZ 2 IN SMALL SECTIONS]	Quiz review
TH 4/24/14	LECTURERS – THE SHEFFS (YES, YOUR BOOK AUTHORS!!!)	Readings/prep TBA

F 4/25/14	QUIZ 2	
T 4/29/14	Current and Global issues: Trends, perceptions, and media portrayals	Readings/prep TBA
TH 5/1/14 F 5/2/14	WRAP-UP: LAST CLASS WRAP-UP, CELEBRATION, EVALUATION	[HAND IN ADDENDA]

VI. ASSIGNMENTS AND STUDENT EVALUATION

Your grade in this course will be based on 3 graded papers (the learning assessment is not graded, but will result in a 10-point penalty on the final course grade if it is not submitted.)

Papers

Unless a length is stated below, papers should be about 6-10 pages. Papers should be typed in 12-point Times Roman font and double-spaced. References (primarily current journal articles published since 2000 expected, books/chapters acceptable, websites only to enhance the prior to sources) should be clearly cited. Make sure that the full citation to the work is included in the reference list at the end of your paper; for journal articles include author(s), title of the article, journal name, volume, number, and page numbers; for books include author(s), title, city, publisher and date; for book chapters include the chapter author(s), chapter title, and page numbers, as well as the citation information for the book. These papers should be a **critical analysis** of the material. You are expected to ***do more than summarize the material***. Discuss questions that the material raises for you; address the usefulness of the material; appraise what the writer is saying, etc.

Paper 1: [choose one of the following two choices]

With permission, interview an adolescent who has at least experimented with drugs. The paper should begin with sections of the transcript which best illustrate the adolescents' perspective on drugs/alcohol, prevention, addiction, treatment, etc. The bulk of the paper should address impressions of the interview data. You must have at least 10 references with information cited in your paper, which relate to your impressions of the interview. As above, **please take the utmost care in writing this paper to ensure that you do not reveal anyone's identity. It is not appropriate to retell detailed "stories" that the interviewee may have relayed during the interview in your paper. If you are going to audio-tape the interview for paper-writing purposes, please see the instructor for a contract that the interviewee must sign.**

OR

Write about your own alcohol and drug experiences. The paper should begin with experiences that best illustrate your perspective on drugs/alcohol, prevention, addiction, treatment, etc. The bulk of the paper should critically examine your experiences in light of the research on adolescents and drugs. You must have at least 10 references with information cited in your paper. As above, **please take the utmost care in writing this paper to ensure that you do not reveal more than you are comfortable with. If this is a problematic area of your life and you have never addressed it, please see the professor before tackling this assignment.**

Paper 2:

Attend three meetings of a 12-Step program for addiction recovery [i.e., Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) or Cocaine Anonymous (CA)]. Meeting schedules for self-help groups will be made available and preparation for the assignment will be discussed in class in order to help you select an appropriate meeting (e.g., non-alcoholics should attend an *open* meeting of AA). The 6-10 page paper should begin with a brief, general summary of the meeting. The bulk of the paper should contain your impressions of the meeting including thoughts on topics such as whether or not you would make adolescent referrals to the group based on this initial experience, the types of adolescents you think might do well in this particular group, and how you felt as an individual attending for the first time or how you think an adolescent with a chemical dependency problem might feel attending for the first time. You must have at least 5 references with information cited in your paper which relate to your impressions of the meeting. **Please take the utmost care in writing this paper to ensure that you do not reveal anyone's identity. It is not appropriate to retell "stories" that speakers may have relayed during the meeting in your paper. Do not bring a tape recorder or take notes during the meeting. We will discuss other protocol issues in class. Attendance at these meetings is voluntary and is entirely at your own risk.**

Addendum: Write a two-page assessment of what you have learned during the semester. You might organize the paper in terms of the 3 or 4 things you learned that you feel will be most important for social work practice or your chosen field and why you believe this is so. (This section of your assignment is your personal learning assessment; it is not

intended to be a critique of the course.) **There is no grade for this assignment, but failure to submit it will result in ten points being subtracted from your final grade.**

YPAD-IP (Integrative Project) Group Presentations:

Each student will get the opportunity to collaborate with a small group within the small sections of the course and present one controversial or complex area of drugs and adolescents in the following format:

- (1) The student will present an outline of the research in this area and arguments on both (or numerous) sides of related controversy or debate. If a student is more interested in clinical intervention, he/she is welcome to present a certain intervention with the pros and cons of the intervention.
- (2) Students will hand in a proposal with requested info (rubric to be provided) and a creative strategic plan to gather real-life information about the topic (i.e., interviews, lectures, agency visits, etc.) Students will work on this IP throughout the semester and will share their experience during presentation times.
- (3) Students will use discussion groups and designated class time to augment, discuss, process, and complete final presentation of IP.
- (4) The student will hand out a synopsis of this issue along with a current reference list of research and commentary in this area.
- (5) The student will then facilitate 10 minutes of class discussion on this topic, being sure to elicit questions, critical thinking, and challenges to the audience.

Participation:

At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and (g) ability to use Socratic questioning. To help me make a fair assessment of your effort, at the end of the semester you will provide me with a one-page self-assessment of your participation in the class. Your assessment should include your attendance and in-class participation, response to Lecture Series events, as well as outside activities related to the course. Because a significant portion of your grade is based on class participation, it is obvious that attendance is crucial; you cannot participate if you aren't physically present. Missed classes will be addressed on a case-by-case basis. If you have to miss a class and have a good excuse, please let me know as soon as possible.

In order to respect the course, professor, and fellow students, cell phones must be put away during class and computers may be used only for note-taking or for class activities. Students who use electronics for non-class related activities will be marked absent and asked to leave for the remainder of that class. There will be no warnings or exceptions.

University Lectures: All students must attend one relevant conference, workshop, presentation or lecture to satisfy the expectations for this course. A paragraph of impressions and any connections made between the course and the lectures will be collected to document attendance.

Criteria for Grading Papers

Each paper will be graded on the following criteria:

1. Adherence to the instructions for the assignment.
2. Quality of the writing: organization, clarity, syntax and grammar, and so forth. (Your ability to express a substantial amount of information succinctly is critical to these assignments.)
3. Quality of material chosen for review (RECENT (no older than 2000, unless they are a class citation or historic citation) journal articles are the best references, due to their peer-reviewed status; some books are acceptable (preferably with university press publishers, not text books); websites other than federal agencies based in research are rarely viable and have variable reliability and must be viewed critically).
4. Appropriate referencing and formatting – unless you are pre-med (in which case you may use AMA format) you should use APA formatting [see instructions attached at end of syllabus].
5. Quality of the ideas presented.
6. Originality of the ideas presented.

Criteria for Grading Presentations:

Each presentation will be graded on the following criteria:

1. Adherence to the instructions for the assignment.
2. Quality of the synopsis and research (i.e., breadth, depth, relevance and timeliness of citations, etc.)
3. Quality of material chosen for review (journal articles are the best references, due to their peer-reviewed status; books are acceptable; websites other than federal agencies based in research are variable and must be viewed critically – see instructor to assess viability of website references).
4. Appropriate referencing.
5. Quality and articulation of ideas presented.
6. Consideration of various perspectives.
7. Facilitation of class input.

Grading Scale and Calculation of Final Grades

The grading scale for all tests and papers and the final grade is as follows:

Student Performance Evaluation

Course Requirement	% of grade
Papers (2)	40%
IP/Presentation	35%
Quizzes (2)	10%
Participation (expected)	15%
TOTAL	100%

Grading Scale

100-94=A

93-90= A-

89-87=B+
86-84=B
83-80=B-
79-77=C+
76-74=C
73-70=C-
69-67=D+
66-64=D
63-60=D-
59 and below=F

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

COURSE REQUIREMENTS: Contract of Expectations

1. Students are expected to attend class sessions promptly and regularly. Members will participate in an interactive framework between collegiate students and professor.
2. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.
3. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **two unexcused absences**.
4. In cases where a student missed more than the allotted two absences, the professor reserves the right to lower that student's final grade. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.
5. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **3 points each day late**. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.
6. Regardless of the reason, even if excused, students that miss taking a test on the scheduled date as outlined below in the course outline will take a make-up exam that will be essay in nature. The essay make-up exam will be taken by the student as soon as possible following the administration of the regularly scheduled test. The reason for this is that once the multiple-choice test has been administered to the class, the integrity of that test is then jeopardized.
7. Students are expected to be respectful of the professor and their fellow students. Cell phones and lap tops used for any other purpose than to enhance the learning experience, as approved by the professor/TAs, will be grounds to ask a student to leave the learning environment.

8. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
9. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
10. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting. Student feedback is welcome. All NASW Code of Ethics values will be upheld.
11. A mid-semester course evaluation will be conducted and input considered for course adjustments. Students are encouraged to provide feedback during office hours and by appointment if they desire.

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Plagiarism of any sort will not be overlooked and serious consequences can occur for such behaviors. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Utilizing University Resources

It is an expectation that students will use this course to explore and further their knowledge of and use of University resources. Our UT has a number of "Gems" that can enhance your academic, social, and holistic success at college. Here are a list of samples – the professor will discuss this further in class:

- Blanton Museum of Art
- Center for American History
- The Fine Arts Library

- Harry Ransom Humanities Research Center
- Lyndon Baines Johnson Library and Museum
- The Nettie Lee Benson Latin American Collection
- Texas Natural Science Center
- The Department of Astronomy's Star Parties
- UT Campus Telescopes
- UT Press
- The SAHARA "Bar" Lab and the Waggoner Center for Alcohol and Addiction Research
- The Performing Arts Center
- Waller Creek

Writing Center:

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Religious Holidays:

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Details about Signature Courses:

For more information about the design and rationale for Signature Courses, please feel free to see the memo from the vice-provost about the legal requirements, http://www.utexas.edu/provost/policies/Course_Syllabus_Mem_2CDD6E.pdf and the Signature Course syllabus checklist, http://www.utexas.edu/ugs/sig/faculty/resources/syllabus_checklist

EVALUATION OF INSTRUCTOR

Students will have two opportunities to evaluate the instructor, at mid-term and at the end of the term. I am also available during office hours and at other mutually agreeable times to discuss the course with you. PLEASE share your perspective before the end of the semester so I can attempt to accommodate your needs!

APA CITATION STYLE

Introduction: This guide is based on the Publication Manual of the American Psychological Association, 5th ed. (Washington, DC: American Psychological Association, 2001). Reference list items are listed alphabetically at the end of the research paper. In-Text citations are noted in the body of the paper. For additional examples, please consult the [Publication Manual of the American Psychological Association, 5th ed.](#) available in the reference collections of many OSU Library locations (call number BF76.7 .P83 2001) or refer to the [Frequently Asked Questions](#) on the APA Web site. Please note: APA now uses hanging indent formatting in the reference list.

***QUOTES: For In-Text direct quotes, add page numbers: e.g, (Komisar, 1991, p. 13)

Books (One author)

Reference:

Komisar, L. (1991). *The new feminism*. New York: Franklin Watts.

In-text: (Komisar, 1991)

Books (Two to three authors)

Reference:

Strunk, W., Jr., & White, E.B. (1979). *The elements of style (3rd ed.)*. New York: Macmillan.

In-text (Two authors): (Strunk & White, 1979)

In-text (Three authors or more): (Strunk, White, & Smith, 1979)

In-text (More than six authors): Strunk *et al.*, 1979)

Books (Corporate author)

Reference:

Ohio State University. Natural Resources Institute (1959). *A directory of Ohio facilities and services for resource conservation*. Columbus, OH: Natural Resources Institute.

In-text: (Ohio State University Natural Resources Institute, 1959)

Book Chapter

Reference:

Roll, W.P. (1976). ESP and memory. In J.M.O. Wheatley & H.L. Edge (Eds.), *Philosophical dimensions of parapsychology* (pp. 154-184). Springfield, IL: American Psychiatric Press.

In-text: (Roll, 1976)

Journal Article (One author)

Reference:

Maki, R.H. (1982). Categorization effects which occur in comparative judgment tasks. *Memory & Cognition*, 10, 252-264.

In-text: (Maki, 1982)

Journal Article (Two authors)

Reference:

Atkinson, R.C., & Shiffrin, R.M. (1971). The control of short-term memory. *Scientific American*, 225, 82-90.

In-text: (Atkinson & Shiffrin, 1971)

Magazine Article (No author)

Reference:

The blood business (1992, September 11). *Time*, 97, 47-48.

In-text: ("Blood Business," 1992)

Magazine Article (One author)

Reference:

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