Example of a scholarly article: *Child Development*

Home Media and Children’s Achievement and Behavior.

**Authors:** Hofferth, Sandra L.

**Source:** Child Development; September/October 2010, Vol 61 Issue 5, p1598-1619, 22p

**Document Type:** Feature Article

**Subjects:** Video games – Psychological aspects; Computers and children; Academic achievement; Race differences; Sex differences (Psychology)

**Abstract:** A study investigated the amount of time children in the U.S., aged six to twelve, spent using the computer, playing video games, and watching television at home in 1997 and 2003, and its relationship to their behavior and achievement as adolescents. Data were obtained from approximately 3,135 children in the first wave and from 2,907 in the second wave. Findings revealed that greater computer use in middle childhood was associated with increased achievement for white and black girls, and for black but not white boys. Findings indicated that, on the other hand, increased video game play was linked with an improved ability for black girls to solve applied problems but lower verbal achievement for all girls, while boys showed an increase in aggressive behavior problems. Findings suggested that girls benefited more than boys, and black children benefited more than white children. Findings are discussed in detail.

**Accession Number:** 511528728

**Full Text:** Academic Search Premier

Includes author credentials/extensive references/structured format (methodology section):

Example of a scholarly article: *Journal of Youth and Adolescence*

**Adolescents' Media-related Cognitions and Substance Use in the Context of Parental and Peer Influences.**

**Authors:** Scull, Tracy M.; Kupersmitt, Jans B.; Parker, Alson E.; Elmore, Kristen C.; Benson, Jessica W.

**Source:** Journal of Youth and Adolescence; September 2010, Vol. 39 Issue 9, p981-998, 18p

**Document Type:** Feature Article

**Subjects:** Adolescent psychology; Mass media — Psychological aspects; Substance abuse and youth; Peer relations; Parent and child

**Abstract:** Two cross-sectional studies investigated media influences on adolescents' substance use and intentions to use substances in the context of exposure to parental and peer risk and protective factors. A total of 729 middle school students (n = 351, 59% female in Study 1; n = 378, 43% female in Study 2) completed self-report questionnaires. The sample in Study 1 was primarily African-American (52%) and the sample in Study 2 was primarily Caucasian (63%). Across the two studies, blocks of media-related cognitions made unique contributions to the prediction of adolescents’ current substance use and intentions to use substances in the future above and beyond self-reported peer and parental influences. Specifically, identification with and perceived similarity to media messages were positively associated with adolescents’ current substance use and intentions to use substances in the future, and critical thinking about media messages and media message deconstruction skills were negatively associated with adolescents’ intention to use substances in the future. Further, peer influence variables (e.g., peer pressure, social norms, peer substance use) acted as risk factors, and for the most part, parental influence variables (e.g., parental pressure to not use, perceived parental reaction) acted as protective factors. These findings highlight the importance of developing an increased understanding of the role of media messages and media literacy education in the prevention of substance use behaviors in adolescence.

**DOE:** 10.1007/s10964-009-9455-3

**Accession Number:** 511055306

**Number:** Social Sciences Full Text (H.W. Wilson)

Includes author credentials/extensive references/structured format (methodology section):

Example of an article that is **NOT** Scholarly: *Psychology Today*

**Rocking The Cradle of Class.**

Article title not detailed or scientific

**Authors:** Marano, Hara Estroff

**Source:** Psychology Today; September/October 2005, Vol. 38 Issue 5, p52-58, 5p

**Physical Illustration Description:**

**Document Type:** Feature Article

**Subjects:** Social status; Parent and child; Parentz -- Psychology

**Abstract:** In a new twist on the age-old status dynamic, parents now depend on their children’s competitive performance in athletics and academics for their own inner sense of security and social approval. According to Steven Mintz, professor of history at the University of Houston and author of Huck’s Raft: A History of American Childhood, children have become extensions of their parents’ sense of self in a way that is new and unprecedented. Mintz contends that today’s parents are imposing a violence of elevated expectations on their children, and they are using them for their own needs. In fact, the push for perfection undermines the identity capital of kids, and children will only become genuinely competitive when they are allowed to become passionate about something that fuels their interest.

**ISSN:** 003333107

**Accession Number:** 504080233

**Database:** Social Sciences Full Text (H.W. Wilson)

No author credentials/no references/includes colorful images & graphics: