

## Annotated Bibliography

“Adolescent Cognitive Development.” Center for Parent and Teen Communication, <http://www.facebook.com/parentandteen>, 4 Sept. 2018, <https://parentandteen.com/adolescent-cognitive-development/>.

This source provides information about the cognitive development of adolescents. It provides detailed information about the key cognitive shifts that are occurring from ages eleven to twenty-four. The source breaks down the developmental changes and sorts them by kind and age range. It also examines the ways to best support this development. I found this source helpful for a few different reasons. This source supports the idea that youth have the cognitive ability to engage in challenging discussions. This source also helped me to develop my lesson plans in a way that would benefit the natural development of the students.

“Groundbreaking Report Released on Educating America’s Youth for Civic & Political Participation | The Institute of Politics at Harvard University.” The Institute of Politics at Harvard University, <https://iop.harvard.edu/about/newsletter-press-release/groundbreaking-report-released-educating-america%E2%80%99s-youth-civic>.

This source examines the flaws in the current system when it comes to youth political education and involvement. The current political climate and education system have had drastic negative impacts on youth political engagement, but education is a proven way to mitigate these harms. This source explores some of the ways we can work to foster this change. It provides a wide range of solutions ranging from personal change to new federal legislation. This source is helpful because it allows me to see the areas in which our current system is failing, and this in turn allows me to shape my project to meet these needs.

“Guide to Discussion Skills | UNSW Current Students.” UNSW Current Students, <https://www.student.unsw.edu.au/discussion-skills>.

This is one of my favorite sources I found while researching. This source briefly examines the importance of discussions, and how they allow students to grow and learn. The source then goes on to examine some of the best practices for participating in discussions. It breaks down discussion skills into four key areas and provides information on how to improve in each area. I used this source to help guide the presentation I gave at the beginning of my minicourse. The goal of this

presentation was to provide a general overview of important discussion skills and techniques. I used information from this source and modeled the structure used.

“Guidelines for Discussing Difficult or High-Stakes Topics | CRLT.” Home | CRLT, <https://crlt.umich.edu/publinks/generalguidelines>.

This source is another very helpful guide to discussion skills. However, this source has a focus on discussions with intense topics. Similar to other sources this source highlights a set of key skills and then goes on to examine each one individually. When I started my minicourse one of my biggest concerns was how well the students would handle heavy conversations, and how well I could facilitate said conversations. This source focuses specifically on discussion facilitation, and it helped me to become a better facilitator. I shared the information from this source with my students and this, in turn, allowed them to grow as facilitators.

“Leading Effective Discussions - Chicago Center for Teaching.” Chicago Center for Teaching, <https://teaching.uchicago.edu/resources/teaching-strategies/leading-effective-discussions/>.

This source examines the importance of engaging in discussions particularly those that occur in a classroom. It also provides information on how to facilitate a discussion in a way that adds to the conversation rather than making it feel falsified. The part of this source I found the most helpful was the section where it examines the collaborative environment needed for discussion. Obviously, collaboration is a large part of SLA’s culture already, but throughout my minicourse, I truly saw a shift in students as they began to foster this environment. This source serves as tangible information that almost models what the students were able to complete within the minicourse.

Mandal, Saunak. “Top Ten Reasons to Lower the Voting Age - NYRA.” NYRA, <https://www.facebook.com/YouthRights/>, <https://www.youthrights.org/issues/voting-age/top-ten-reasons-to-lower-the-voting-age/>.

This source examines the arguments for lowering the voting age. It lists ten reasons and examines and expands on each one individually. I found this source helpful because it essentially proves that adolescents have a right to an active role in politics and discussions. One of the goals of my project is to prove that adolescents need to be included in more ‘adult’ discussions. This source quite simply argues that

adolescents have a right to be a part of this conversation. This provides very compelling evidence and arguments for my project. This source also provides data and studies proving the points being made.

Ramey, Heather L. "Why We Should Pay Attention to the Power of Youth." The Conversation, <https://facebook.com/TheConversationCanada>, 2 Dec. 2018, <https://theconversation.com/why-we-should-pay-attention-to-the-power-of-youth-106675>.

This source examines the true power of youth voice and political involvement. It provides information to refute the argument that even if youth are given a role in politics they won't take it seriously or act upon it. This source examines specific moments where youth political involvement has had a large impact. This source also makes the argument that youth involvement is what will allow for political evolution and improvement. These arguments not only prove that youth do take advantage of the minimal power they are given, but they also have the ability to shift the nature of politics for the better.

"The Importance of Youth Participation in Formal Political Processes –." ACE Electoral Knowledge Network –, <https://aceproject.org/ace-en/topics/yt/yt10/yt210/the-importance-of-youth-participation-in-formal>.

This is a very extensive source that compiles a lot of data surrounding youth and political engagement. This source covers youth participation in politics, obstacles to youth participation, common myths, meaningful approaches, and possible legislation. The source examines all of these topics and more. It groups information into categories and subcategories through a drop-down menu. The easy navigation of this source makes it perfect for a quick reference while working. Another very helpful thing about this source is the fact that it lists the contributors and their qualifications this makes the source a good starting point for further more intensive research.

"The Incredible Power of Conversations - Must Amplify." Must Amplify, 30 Oct. 2017, <https://mustamplify.com/incredible-power-conversations/>.

This source discusses the importance of conversation. This source explains and lists the many reasons conversation is beneficial to both society and the individuals involved in said conversation. This source is relatively short but has a very powerful message. The author of this source links a large amount of his other work in turn

allowing for further exploration into this topic as well as the author and his credibility. One of my favorite things about this source is the fact that it incorporates quotes from other experts in this field. These quotes add to the overall message of the source while simultaneously serving as another area for further research.

“While Adolescents May Reason as Well as Adults, Their Emotional Maturity Lags, Says New Research.” <https://www.apa.org/news/press/releases/2009/10/teen-maturity>.

This source played the largest role in how I chose to go about running my minicourse. This source examines the different types and layers of adolescent mental development. The main idea within this article is the fact that adolescents have the ability to logically reason just as well as adults, however, their emotional maturity isn't fully developed. Adolescents have the capability of immense maturity when provided with a calm environment and time, because of this I attempted to keep my minicourse relatively calm and slow-moving. Adolescents also require some gentle guidance and information from adults in order for them to reach their full cognitive potential, so while facilitating I worked to give students enough information for them to be confident while giving them enough space to create their own ideas and opinions.