



**Human Development (HDEV) 355:  
Behavioral and Emotional Disorders of Childhood and Adolescence  
(3 units)**

**Instructor: Rob Weisskirch, MSW, Ph.D.  
Class meets: TTH 8:30-9:50 AM  
in T&A Family Memorial Library 1173  
Spring 2012**



Office: Valley Hall 82C/C103

Hours: **Tuesdays 3:30-4:30 PM**, and by appt.

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**Texts:** Mash, E. J. & Wolfe, D. A. (2010). *Abnormal Child Psychology, Fourth Edition*. Belmont, CA: Thompson Wadsworth Publishers.

Kearney, C. A. (2006). *Casebook in Child Behavior Disorders., Third Edition*. Belmont, CA: Thompson Wadsworth Publishers.

The Kearney book is available via loan in the Liberal Studies Department or you may purchase the text.

**Course description:** This course explores common behavioral and emotional disorders which occur during childhood and adolescence such as attention deficit disorder, autism, depression, eating disorders, and conduct disorders. Physiological and environmental origins of the disorders are discussed as well as prevention, intervention, and treatment. Multidisciplinary and multicultural perspectives are included.

**Prerequisite:** HDEV 260: Intro to Child Development OR HDEV 360: Child Development or equivalent.

⇒ therefore, it is assumed that you have had some exposure to some developmental theories and applications. Although some review of major theories of human development will occur, this course will build on prior learning.

**Course student learning outcomes:**

Students:

1. differentiate between “normal” or “typical” development and “abnormal” or “atypical” development;
2. use biological, cognitive, psychological, and ecological perspectives to understand childhood and adolescent disorders from;
3. identify the main treatment approaches that are used in working with children and youth with problems, and their families;
4. critically analyze individual case studies, thoughtfully discuss the etiology of the problems, and formulate treatment intervention; and

5. describe the influence of environment and culture on the diagnosis and treatment of behavioral and emotional disorders in educational and community settings.

Course format: Course will consist of lectures, demonstrations, in-class activities, discussions, and films.

### Minor in Human Development

This course partially fulfills the Human Development minor learning outcome II, Focused Developmental Application: Students will refine theoretical understandings of developmental inquiry to a specific phase in the lifespan and explore the influences of race, gender, ethnicity, culture, personal history, and socioeconomics on individual development. See Minor in Human Development Advising Guide for details.

### Assessment of student knowledge:

Assignment	Due date	Point value	Grading scale:
Set 1 Case Study	Tues., March 6	30 points	99-100% = A+
Set 2 Case Study	Thurs., April 5	30 points	94-98% = A
Set 3 Case Study	Wed., May 11	30 points	90-93% = A-
Brain Quiz	Thurs., Feb. 9	30 points	87-89% = B+
Test #1	Tues., March 13	50 points	84-86% = B
Test #2	Thurs., April 12	50 points	80-83% = B-
Test #3	Thurs., May 17	50 points	77-79% = C+
Autobiography Review	Thurs., May 3	20 points	74-76% = C
Extra Credit Autobio	Thurs., March 29	(10 points)	70-73% = C-
			67-69% = D+
			64-66% = D
TOTAL		290 points	60-63% = D-
			Below 60 = F

**Other assignments or homework may be assigned, and the point value will be given at the time of assignment.**

### Class Guidelines & Policies:

**Absences.** It is your responsibility to attend class. Missing in-class work, assignments, or changes in tasks are your responsibility to find out when absent. When you registered for the course, you understood the time class begins and ends and are expected to attend. Quietly coming in late is better than missing a whole class session.

**Academic (Dis)honesty:** Remember that all work submitted should be your own. Please familiarize yourself with the Academic Dishonesty section of the University Catalog. Any infractions of the guidelines of academic honesty will be pursued in this course. Don't get yourself in trouble and jeopardize your academic career by cheating, plagiarizing or helping someone else.

This includes submitting the same assignment to two (or more) classes. All work should be original for this class and specific to the assignment.

**Cell phones:** Please shut off or silence all cell phones prior to entering the classroom. Please do not text message during class.

**Citations.** All citations of sources and references must be in the latest APA style (currently, the sixth edition). Available in Reference and the Book Stacks [BF76.7 .P83 2001](#)

**Class Etiquette:** Behaviors for at home including sleeping, balancing your checkbook, planning your weekend, etc. You may eat and bring food as long as you are careful and do not spill. This includes wiping down tables to make sure they are not sticky. However, avoid particularly strong-smelling food like tuna fish and corn nuts. Any food or drink spill will jeopardize this privilege for everyone.

Sharing with the instructor is always recommended.

**Contact:** Feel free to drop by with questions anytime, even outside of office hours. If I am available, I am glad to help. Also, email is the most efficient way of communicating with me. I probably answer the fastest with email.

**Disabilities:** Students with disabilities should connect with student disability resources and bring documentation of necessary accommodations during office hours or make an appointment by calling 582-5079 or by email ([rweisskirch@csumb.edu](mailto:rweisskirch@csumb.edu)). **Notification of accommodations should be made by the third week of classes.** Also, contact: [Student\\_Disability\\_Resources@csumb.edu](mailto:Student_Disability_Resources@csumb.edu). Phone: 831/582-3672 voice, 582-4024 fax/TTY <http://www.csumb.edu/student/sdr/>

**Email:** Assume it will take me at least one day to respond to email. I sometimes check email over the weekend but not always.

**Emergencies.** If you have to miss a scheduled exam, contact me as soon as possible either by phone or by email. If you inform me in advance of problems, then I can decide what to do (The answer may still be no). If you ask me on the spot, I will say no.

**Extra credit:** I do not offer extra credit. Extra credit implies that the regular assignments are less important or require less effort.

**Grade Option:** This course should be taken for a letter grade in order to count for your major or minor. No grade changes from a letter grade to C/NC will be granted after the first day of the third week of the semester.

**Grading:** Assume most assignments take a week to grade. I try to grade quicker, but occasionally other duties conflict.

**Illness.** We all get sick sometimes. If you are sick and are unable to come to class, contact a classmate to find out what you missed. If you miss an exam or turning in an assignment because of illness, please contact me before the scheduled exam (unless you are unable to speak, which will require proof).

**Incompletes.** According the University Catalog Matriculation policy, "The "incomplete" (I) is a temporary assessment that may be assigned only with the approval of the instructor and only when certain criteria apply. Those criteria shall be as follows:

- A student requesting an incomplete and an instructor approving an incomplete shall do so if, and only if, the student has satisfactorily completed a majority of the course requirements as determined by the instructor and the department;
- the student has experienced unforeseen and extenuating circumstances that prevent fulfillment of the remaining course requirements no later than the end of the term; and,
- the student shall be making satisfactory progress toward achieving course outcomes.

An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice

requires extension of the course requirements beyond the close of the term, e.g., thesis or project type courses. In such cases, use of the Report in Progress (RP) symbol is required.

Students shall be responsible for providing the instructor with evidence to support the request for an "I" normally no later than the published "Last Day of Instruction" for that term.

Student and instructor shall agree on how and when the remaining course requirements shall be completed and enter into a written contract describing those requirements. Completion of the course requirements and evaluation shall take place no later than one academic year from the date of the approved "I". An extension of the one-year time limit may be granted for contingencies such as intervening military service and serious health or personal problems. Final assessment shall be given when the work agreed upon has been completed and evaluated in a timely manner.

If the conditions of the written contract have not been satisfied by the deadline, the assessment of incomplete will automatically change to a grade of "IC" and be recorded on the student's transcript, unless the instructor assigns a specific letter grade at the time the Incomplete is assigned. Then the letter grade would replace the "I" in the student's transcript at the end of the academic year deadline.

Official record of the written contract shall be maintained by the Department or unit responsible for the course. If the instructor of record is no longer available, the Chair shall ensure that the instructor's obligations are fulfilled.”

**Ink color:** Please do not write in green or purple ink. I typically grade in green or purple ink.

**Late work:** Generally, late work is not acceptable. However, late work is better than missing work. Assume there is a penalty every time work is late for any reason (at least 10% per day, even weekends). This policy means that you have ten (10) days to submit most assignments in order to receive partial credit.

**Never** slide assignments under my office door, the building door, or any other door. Please make sure assignments are available on time. Computer glitches can wreak havoc on your grade. Also, electronic submission or faxed submission of assignments must be approved by the instructor in advance.

**Missing work:** There is no reason to fail to turn in work. This signals a lack of caring about classwork. Always try to make up work, even if it is late. If you will miss a deadline or exam, inform the instructor immediately. Failing to contact the instructor within 24 hours of missing an exam eliminates any opportunity to make it up. Don't assume you'll be able to make it up the following week. Work that is missing will receive zero points.

**Printers:** Any work you hand in must be of sufficient legibility.

**Printing:** Please print on one side of the paper only. This means you may have to change the default on campus printers.

**Use of student work in research:** On occasion, I use samples of students' work to evaluate the effectiveness of teaching and learning or classroom exercises. I do not include students' names or other identifying information. If you would prefer that none of your class submissions be used in this manner, please notify me (by email) prior to the end of the term

**Voicemail:** Please feel free to leave me a voicemail message. I generally return calls as soon as I can but expect that it will take me 24 hours. Also, please be sure to include your last name in leaving messages as well as a contact phone number.

**Writing:** Your writing conveys your thoughts and your learning. It is always being evaluated. Always proofread all your written work. Poor writing always lowers your grade.

In an effort to improve your writing, please note the *Don't be a grammar violator!* handout.

**You must submit a copy of the checklist with your Case Study assignments.**

## Tests:

**Brain Quiz:** You will have a short quiz on the neuroanatomy and neurotransmitters discussed in class and in the text. Answers will be in short answer format. More information will be given in class.

**Tests:** There will be three tests given in class. The first test will cover the content from Mash & Wolfe chapters 4, 5, and 6 (and the corresponding Kearney book case studies as they support the material from Mash & Wolfe). The second test will cover content from Chapters 7 and 8. The third test will cover content from Chapters 10 and 13. The tests will be multiple choice, short answer, and essay and include both textbooks and handouts that correspond. You select the package of questions that best suits your understanding of the material. See example below:

Package A	Package B	Package C
36 Multiple Choice (1 point each) 2 Short Answers (4 points each) 1 Vignette (6 points)	32 Multiple Choice (1 point each) 2 Short Answers (4 points) 1 Vignette (10 points)	26 Multiple Choice (1 point each) 2 Short Answer (5 points each) 2 Vignettes (7 points each)

## Written work:

Case Studies Questions: You will be reading and responding to three case studies from the Kearney text.

You will select from sets of chapters:

Set 1	Questions
Ch. 6 ADHD Case	2, 3, 4, 7
Ch. 8 Conduct Disorders Case	1, 2, 4, 6
Set 2	
Ch. 2 Social Anxiety Case	1, 3, 8, 9
Ch. 3 Depression Case	1, 2, 6, 7
Set 3	
Ch. 11 Autism Case	1, 3, 5
Ch. 4 Eating Disorders Case	1, 2, 7, 8

Select one case from each set to answer the questions listed. You should select **two or more of the questions noted above** from the back of each chapter. The essay does not need to be one continuous essay but should be noted with the number of the question answered. The completed assignment should be about 3-4 pages, double-spaced, 12 point font, 1 inch margins (i.e, 3-4 pages in total). Deviation from this structure may result in penalties. Criteria for evaluation appears at the end of the syllabus.

Autobiography Review: Over the course of the semester, you will read one autobiography of someone who was diagnosed with a disorder. At the conclusion, you will fill out an Autobiography Review Form (available on the course website).

Extra Credit: You may read one additional autobiography and complete the review form by the designated date on the calendar or as notified in class.

**Tips for success:**

You are responsible for **attending class** every time. Often times, material in class is not duplicated in the texts. It is to your benefit to attend class. Even if the material is repetitive to you, even by attending, listening, and hearing questions you will learn something.

You also ought to **practice active listening**. If you are unclear on something, please ask. All questions are good questions. Discussion allows for better understanding.

**Complete assignments as instructed**. Read the requirements carefully of each assignment. If you are uncertain if your interpretation is correct, please ask. Students who do worse than they expected are usually those who do not follow directions.

Be prepared. **Do the reading assigned for that day**. The lecture will be much more meaningful if you do. Instead of hearing the information one time, you will hear other examples or different explanations. Don't get caught in the cycle of always playing catch-up to the lectures.

**Eat and sleep well**. Illness and fatigue impair your ability to learn. All-nighters only make you feel terrible and turn out lesser work. Plan and allow yourself plenty of time to complete assignments.

**Use office hours**. Dialogue and discussion are often the best ways to resolve confusion. Plus, you can gain insight into how to approach assignments and examinations.

**Use the resources available to you**. Many, many students fail to use the campus resources available to them. You already pay for them through your tuition. These may include: Academic Skills Achievement Program (ASAP in T&A FML), Career Development Office (Academic and Career Advising/44), Personal Growth and Counseling (Campus Health and Counselor Center/80), and Health Center (Campus Health and Counselor Center/80). Use them to improve your success.

CALENDAR	TOPICS	READING ASSIGNMENT	WORK DUE
<b>Week One</b> Tues., January 24	Introduction, Overview of course What is normal and abnormal?		
Thurs., January 26	Theories and causes of behavior	<u>Mash &amp; Wolfe, Ch. 1</u>	
<b>Week Two</b> Tues., January 31	The functioning of the brain/ neuroanatomy	<u>Mash &amp; Wolfe, Ch. 2</u>	
Thurs., February 2	The functioning of the brain/ neuroanatomy		
<b>Week Three</b> Tues., February 7	The functioning of the brain/ neuroanatomy	<u>Mash &amp; Wolfe, Ch. 2</u>	
Thurs., February 9	<b>Brain quiz</b>		
<b>Week Four</b> Tues., February 14	Assessment & Treatment approaches	<u>Mash &amp; Wolfe, Ch. 4</u>	
Thurs., February 16	Assessment & Treatment approaches		
<b>Week Five</b> Tues., February 21	Attention Deficit Hyperactivity Disorder	<u>Mash &amp; Wolfe, Ch. 5</u> <u>Kearney, Ch. 6</u>	
Thurs., February 23	Attention Deficit Hyperactivity Disorder		
<b>Week Six</b> Tues., February 28	Conduct Disorders	<u>Mash &amp; Wolfe, Ch. 6</u> <u>Kearney, Ch. 8</u>	
Thurs., March 1	Conduct Disorders		
<b>Week Seven</b> Tues., March 6	Conduct Disorders	<u>Mash &amp; Wolfe, Ch. 6</u> <u>Kearney, Ch. 8</u>	Set 1 Case Study is due Tues., March 6
Thurs., March 8	<i>No class today!</i>		
<b>Week Eight</b> Tues., March 13	<b>Test #1</b>		
Thurs., March 15	Anxiety Disorders	<u>Mash &amp; Wolfe, Ch. 7</u> <u>Kearney, Ch. 2</u>	
<b>Week Nine</b> Tues., March 20 & Thurs., March 22	<b>Spring Break! No Class!</b>		

CALENDAR	TOPICS	READING ASSIGNMENT	WORK DUE
<b>Week Ten</b> Tues., March 27  Thurs., March 29	Anxiety Disorders  Anxiety Disorders	<u>Mash &amp; Wolfe, Ch. 7</u> <u>Kearney, Ch. 2</u>	Extra Credit Autobiography due Thurs., March 29
<b>Week Eleven</b> Tues., April 3  Thurs., April 5	Mood disorders  Mood disorders	<u>Mash &amp; Wolfe, Ch. 8</u> <u>Kearney, Ch. 3</u>	Set 2 Case Study is due Thurs., April 5!
<b>Week Twelve</b> Tues., April 10  Thurs., April 12	Review  <b>Test # 2</b>		
<b>Week Thirteen</b> Tues., April 17  Thurs., April 19	Schizophrenia & other psychotic disorders  Autism Spectrum	<u>Mash &amp; Wolfe, Ch. 10; Kearney, Ch. 11</u>  <u>Mash &amp; Wolfe, Ch. 10; Kearney, Ch. 11</u>	
<b>Week Fourteen</b> Tues., April 24  Thurs., April 26	Autism Spectrum  Autism Spectrum		
<b>Week Fifteen</b> Tues., May 1  Thurs., May 3	Eating Disorders  Eating Disorders	<u>Mash &amp; Wolfe, Ch. 13; Kearney, Ch. 4</u>	Autobiography book review is due Thurs., May 3
<b>Week Sixteen</b> Tues., May 8  Thurs., May 10	Eating Disorders  Review		Set 3 Case Study is due Thurs., May 10
<b>Assessment week</b> <b>Thurs., May 17</b>	<b>Test #3</b>		



Autobiographies on Behavioral and Emotional Disorders

Alcoholism	Knapp, C. (1996) <i>Drinking: A Love Story</i> . London: Quartet Books.
Anorexia & Bulimia	Gottlieb, L. (2001). <i>Stick Figure: A Diary of My Former Self</i> . Berkeley, CA: Berkeley Publishing Group
Anorexia & Bulimia	Hornbacher, M. (1998). <i>Wasted : A Memoir of Anorexia and Bulimia</i> . New York: Perennial.
Autism	Grandin, T. (1996). <i>Thinking in Pictures</i> . New York: Vintage Publishers
Autism	McKean, T. A. (Edited by R. W. Gilpen). (1994). <i>Soon will come the light: A view from inside the autism puzzle</i> . Arlington, TX: Future Education.
Autism/ Asperger's syndrome	Williams, D. (1992). <i>Nobody nowhere: The extraordinary autobiography of an autistic</i> . New York: Times Book.
Autism/ Asperger's syndrome	Tammet, D. (2007). <i>Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant</i> . New York: Free Press.
Autism/ Asperger's syndrome	Robison, J. E. (2007). <i>Look Me in the Eye: My Life with Asperger's</i> . New York: Kindle Books.
Bipolar Disorder	Jamison, K. R. (1995). <i>An Unquiet Mind: A Memoir of Moods and Madness</i> . New York: Alfred A. Knopf.
Bipolar Disorder	Simon, L. (2002). <i>Detour: My Bipolar Life in 4-D</i> . New York: Washington Square Press.
Bipolar Disorder	Feldman, S. (2004). <i>Burn: A Bipolar Memoir</i> . Victoria, BC: Trafford.
Depression	Wurtzel, E. (1994). <i>Prozac Nation: Young and Depressed in America</i> . Boston: Houghton-Mifflin.
Mania	Behrman, A. (2002). <i>Electroboy: A Memoir of Mania</i> . New York: Random House.
Mental Illness	Balter, M. & Katz, R. (1992). <i>Nobody's Child</i> . Boston: Addison Wesley.
Molestation/ Hypersexuality	Ryan, M. (1996). <i>Secret Life</i> . New York: Pantheon, 1995.
Obsessive-compulsion	Traig, J. (2004). <i>Devil in the details: Scenes from an obsessive girlhood</i> . New York, NY: Little, Brown and Company. (Reviews have been mixed from students on this one)
Personality disorders, depression	Kaysen, S. (1994). <i>Girl, Interrupted</i> . New York: Vintage.  (past students have not recommended this book)
Schizophrenia	Burke, R. (Edited by R. Gates & R. Hammond). (1995). <i>When the music's over: My journey into schizophrenia</i> . New York: Basic 1995
Conduct Disorder; Anti-social Behavior	Shakur, S. (1994). <i>Monster: An Autobiography of a L.A. Gang Member</i> . New York: Penguin Books.
Gender Identity Disorder	Scholinski, D. & Adams, J. M. (1998). <i>The Last Time I Wore a Dress</i> New York: Penguin Publishers.

Other autobiographies/biographies may be included with consent!

Criteria for Grading Case Study Responses

<p><b>Format and structure (roughly 3 points)</b></p>	<p><u>To earn three points:</u></p> <ul style="list-style-type: none"> <li>• Essay answers two or more of the designated questions.</li> <li>• Essay adheres to format (12 point font, one inch margin, one sided printing).</li> <li>• Essay clearly identifies which questions are being answered.</li> </ul> <p>Less than three points may be awarded, if all criteria are not met.</p>
<p><b>Content (roughly 20 points)</b></p>	<p><u>To earn twenty points:</u></p> <ul style="list-style-type: none"> <li>• All components of the questions are addressed effectively.</li> <li>• Information asserted is supported knowledgeably.</li> <li>• Information from class and the main text are integrated successfully.</li> <li>• Terminology and concepts are used correctly and appropriately.</li> <li>• Opinions given are supported adequately.</li> <li>• If personal experiences are used, they are well-integrated and enrich the assertions.</li> <li>• Responses present understanding of the topic.</li> <li>• Responses demonstrate reflective and original thought.</li> <li>• Responses are sufficiently detailed.</li> </ul> <p>Less than twenty points may be awarded, if all criteria are not met.</p>
<p><b>Writing (roughly 7 points)</b></p>	<p><u>To earn seven points:</u></p> <ul style="list-style-type: none"> <li>• The writing is clear and understandable.</li> <li>• Text is free of mechanical or spelling errors.</li> <li>• Sentences flow well into a coherent response.</li> <li>• Ideas proposed are effectively substantiated.</li> <li>• Transitions are used appropriately.</li> <li>• Sentences are grammatical and support the notions presented.</li> </ul> <p>Less than seven points may be awarded, if all criteria are not met.</p>
	<p>TOTAL</p>

Don't be a grammar violator!

Writing demonstrates your organization of thought. Consequently, poor writing and grammar impede the ability of the reader to understand the thoughts you are trying to convey. As university students, you have been writing for a long time and are in a venue that requires you to demonstrate your thinking by the words you write as evidence of learning. The way you convey your thoughts as well as the mastery of the symbols provide evidence of you as an educated person. List below are some specific skills you should have mastered (or should take the opportunity to master) by the time you receive your undergraduate degree. For this course, **you should already know...**

1. **what is a complete sentence.**

- A. There should be no fragments.
- B. There should be no run-ons.

2. **to place a comma after an introductory subordinate clause or phrase.**

Examples: When commas are used correctly, papers are easier to grade. Luckily, these rules are easily mastered.

3. **to place comma before the conjunction of two independent clauses.**

For example: Good writing improves your grades, and effective grammar makes things easier to read.

A. **no comma is needed when there are two subordinate clauses linked by a conjunction.**

For example: Good grammar techniques are hard to learn but easy to practice every time.

4. **to place a comma after a word that is being explained.**

For example: My professor teaches Human Development, my favorite topic to study.

5. **how to use an apostrophe to show possession correctly.**

For example: the child's toy and the children's toys

For example: the doctor's office and the doctors' office

For example: the mom and dad's cars and the mom's and dad's cars.

6. **how to match the subject with the correct pronoun.**

Examples: A child must learn on his (or her) own. Parents must know whom their children are talking to on the Internet. The author makes a good point in her essay. Teachers have to pay attention to their union contract. Everyone tries to edit his paper.

7. **not to capitalize "high school" unless it is in the name.** For example: Marina High School.

8. **that punctuation almost always should be placed inside quotation marks.** APA style exceptions.

9. **to use semi-colons correctly but sparingly.**

10. **how to use its and it's, their, they're, and there, your and you're correctly.**

11. **how to use these words correctly: adolescents = generally, more than one teenager; adolescence = a phase in the lifespan.**

12. **to avoid using we, us, they, or you without defining to whom you are speaking or addressing.**

Examples: we, as members of society, should support children's development. You professors should assign more homework.

13. **to use more precise language than "deal with."**

Example: Marisa has to deal with difficult children in her class->Marisa has to [cope with] [discipline][work with]difficult children in her class.

I am not a grammar violator!

**I am a smart, educated person who wishes to convey clear thoughts and ideas in my writing. Therefore, I have written a paper that...**

(Please initial each item)

- \_\_\_\_\_ 1. contains no fragments or run-on sentences.
- \_\_\_\_\_ 2. has a comma placed after each an introductory subordinate clause or phrase.
- \_\_\_\_\_ 3. has a comma placed before the conjunction of two independent clauses.
- \_\_\_\_\_ 4. does not use a comma when there are two subordinate clauses linked by a conjunction.
- \_\_\_\_\_ 5. has a comma placed after a word that is being explained.
- \_\_\_\_\_ 6. includes apostrophes to show possession correctly.
- \_\_\_\_\_ 7. matches the subject with the correct pronoun.
- \_\_\_\_\_ 8. does not capitalize "high school" unless it is in the name.
- \_\_\_\_\_ 9. punctuates inside quotation marks, as appropriate.
- \_\_\_\_\_ 10. uses semi-colons correctly but sparingly.
- \_\_\_\_\_ 11. properly uses its and it's, their, they're, and there, your and you're correctly.
- \_\_\_\_\_ 12. uses adolescents and adolescence correctly.
- \_\_\_\_\_ 13. avoids using we, us, they, or you without defining to whom I am speaking or addressing
- \_\_\_\_\_ 14. uses more precise language than "deal with."

Write in the box below: I am not a grammar violator!