For in-depth critical reading: Annotating= note-taking & note-making

SAMPLE: Double entry/Synthesis Table

|  |  |  |
| --- | --- | --- |
| Au,p.#line# | Scientific arguments **against** Brains in court | My note-making |
| 9:38-40 | “Members of another camp argue that brain science doesn’t belong in court because there’s no evidence linking specific characteristics of teens’ brains to any legally relevant condition, such as impaired moral judgment or an inability to control murderous impulses.” |  |
| 11:17-21 | “The results in these small experiments remain preliminary. Even if the findings hold up, it’s not clear whether young teens’ difficulties in discerning fearful expressions stem from incomplete brain development or reflect unique duties assumed by the frontal lobes during adolescence. What’s more, teenagers and adults have yet to be similarly tested with faces displaying emotions other than fear.” |  |
| 12:29-30 | “but no current research connects specific brain traits of typical teenagers to any mental or behavioral problems” |  |

|  |  |  |
| --- | --- | --- |
| Authors/citations | Scientific arguments **for** using brain studies | My note-making |
| 10:14-18 | “Scientific arguments for brains in court. One way that scientists have learned about frontal lobe activity is by identifying associations between certain behaviors and increased frontal activity in healthy people. That work elaborated on previous studies of behavior changes in individuals who had suffered frontal-brain damage. Together, the findings implicate this neural region in regulating aggression, long-range planning, mental flexibility, abstract thinking, the capacity to hold in mind related pieces of information, and perhaps moral judgment.” |  |
| 5:20-23 | “…during adolescence the “part of the brain that is helping organization, planning and strategizing is not done being built yet…. It’s sort of unfair to expect [adolescents] to have adult levels of organizational skills or decision making before their brain is finished being built.” |  |

|  |  |
| --- | --- |
| “Common Denominators” & “Echoes” : accountability but appropriate punishment | |
| Author (note taking) | Me (note making) |
| 7:33-36 “This fresh understanding of adolescence does not excuse juvenile offenders from punishment for violent crime, but it clearly lessens their culpability. This concept is not new; it is why we refer to those under 18 as “minors” and “juveniles”— because, in so many respects, they are less than adult.” |  |
| 9:35-37 “Don’t excuse criminal behavior, these scientists say, but acknowledge that adolescents who kill don’t deserve the ultimate punishment.” |  |
| 16:46-17:10 “ ‘We’re not saying open the prison doors. We’re saying, “Why not take a second look?’ ” |  |
|  |  |