

SUMMER_II 2016 ONLINE CRN: 62045
PSY240: DEVELOPMENTAL PSYCHOLOGY
3 CREDIT HOURS

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WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

COURSE DESCRIPTION

This course examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to interests abilities and critical issues at successive developmental stages. (3 hours lecture)

PREREQUISITES: Credit for PSY 100 or consent of instructor.

ADDITIONAL COURSE DESCRIPTION NOTES

NOTE: This class will be offered through the World Wide Web. Students MUST have access to a computer, the Internet, and use their UH hawaii.edu e-mail account to participate in this class. This class requires the use of Laulima (laulima.hawaii.edu). For more information on online classes at Windward, go to <http://windward.hawaii.edu/online>.

This is a distance learning class conducted via the internet using Laulima, the University of Hawai'i's web-based course management system and LaunchPad, our textbook companion website. A web-based course such as this one requires that you have computer literacy skills.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of developmental psychology.
4. Utilize the various developmental psychology models and concepts in explaining human behaviors.

COURSE CONTENT

Concepts or Topics

- Describe the developing person at different periods in the life span
- Know causes of developmental change and the reasons for possible disturbances in the process
- Know the different theoretical perspectives
- Identify the aging process through the perspectives of each domain:
 - -Biological -Cognitive -Psychosocial

Skills or Competencies

1. Know factors influencing psychobiological, cognitive, and psychosocial aspects of the developing person.
2. Examine the sources of change and why some children and adults change and others do not.
3. Be able to apply different theories and approaches to developmental change.
4. Be able to describe how and why people age through the three domains studied.

COURSE TASKS

A. Weekly FORUMS: [280 pts; 28% of total grade]:

This aspect of the course should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of developmental theory through meaningful and personal experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete required postings.

Each student will be expected to participate in multiple chapter posting activities in **LAULIMA: FORUMS** each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in online class discussion. It is important to *plan ahead* to make certain you complete the work required to be done outside of class forums so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities with weekly deadlines, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student submit a post and a reply to each chapter, to contribute to the interactive learning that is an important part of every course. *To receive credit* for participation, each student will need *to participate, on time*. Click on **FORUMS** in your Laulima site for more info and to submit this work.

a. “What I Have Learned” POSTINGS/REPLIES

[(20pts Introduction) + (10pts X 26chs) = 280 pts; 28% of total grade]:

For **EACH CHAPTER**: Read the assigned chapter in full. **Write a MINIMUM 250 word post**: Your post should demonstrate your interest and understanding of any select term(s), theory(s), or concept(s) you choose & apply them to real life. by completing the following criteria:

- 1) Describe/Define technically, according to your text but summarized in your own words, three (3) NEW things that you learned and found interesting; things you DID NOT know before reading the chapter.
- 2) Pick at least one of the three from above and, detail how this information will be helpful to you in the future.
 - a) How can you potentially use this new information in your life?
 - b) With whom?
 - c) In what type of situation(s)?
 - d) How might this information change your behavior or thought process now, vs
 - e) How you have/might have behaved/thought without this knowledge?

Feel free to provide an artifact if you wish (this is not required). An artifact is a digital, but physical, representation of your potential experience (ie: a picture, a link to video, a website, a poem, etc.) that can be inserted into, or attached to, this posting;
- 3) For **EACH CHAPTER**: Read the chapter's posts from your classmates and provide constructive, intellectual, and insightful feedback to **at least one** of the original posts in a **MINIMUM 75 word reply**.

Additional details and feedback will be provided in the **ANNOUNCEMENTS** section of Laulima.

For a sample posting and reply, see “Hints for creating an effective post that fulfills all content criteria” in **FORUMS** on Laulima.

B. Weekly ASSIGNMENTS [260 pts; 26% of total grade]:

For each chapter, you must answer a few brief questions in the **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS** section of your Laulima site (two per chapter; worth 5 pts each). For each assignment, in order to answer the question and get full credit, you must complete a specified activity in *LaunchPad*, an Online Learning Management System created to accompany your text (the access code is bundled with your textbook). *NOTE: If you did not purchase the textbook bundle from the WCC Bookstore, you will need to purchase an access code directly from the publisher. See **LAULIMA: ANNOUNCEMENTS** in Laulima for a link to this site and additional details regarding access codes.*

You will first log in to Laulima, click on the “**ASSIGNMENTS, TESTS, AND SURVEYS**” link from your left side menu, and open the chapter due. The assignment description will indicate the correct “assigned” Video(s) and/or LearningCurve Activity(s) you must access and complete in *LaunchPad*. Upon completion of the *LaunchPad* activity, you will log back in to Laulima’s **ASSIGNMENTS, TESTS, AND SURVEYS** and answer the question(s) posed. A master “List of Assignments” is also provided in **ASSIGNMENTS, TESTS, AND SURVEYS** and attached to this syllabus. To get credit, assignment questions **MUST** be completed in the **ASSIGNMENTS, TESTS, AND SURVEYS** section of Laulima by the due date.

Some chapters have three (3) activities “assigned” in **ASSIGNMENTS, TESTS, AND SURVEYS** /*LaunchPad*, but one of those is an *extra credit opportunity*. There are seven extra credit “assignments” scattered throughout the twenty-six chapters, and these assignments are the **ONLY** extra credit offered for the course. Extra Credit Assignments must also be submitted directly through Laulima’s **ASSIGNMENTS, TESTS, AND SURVEYS**.

To enhance learning, students are encouraged to complete any and all activities available in *LaunchPad*; however, course credit will only be given for completed activities that are officially “assigned.” Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details and feedback will be provided in **LAULIMA: ANNOUNCEMENTS** section.

C. CHAPTER QUIZZES [260 pts; 26% of total grade]:

Quizzes will be made available two weeks prior to the due date in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**. Each week the student is expected to complete reading of the assigned chapter(s) and then complete the quiz(s) for the assigned chapter(s) before the stated deadline. Each individual chapter quiz will consist of 10 randomly chosen multiple choice and true/false questions. Students may take and retake chapter quizzes up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a large database, the questions on each quiz retake will differ from the previous quiz questions for the same chapter. Students are **NOT** permitted to use books or notes during the quizzes. These quizzes are timed.

Students may complete the reading and quizzes, in order, at a faster pace if they so desire; however, in the interest of proficient grading and to motivate students to ration work efficiently, quizzes and retakes must be completed **BEFORE** the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to “0.”

Each chapter quiz is worth a possible total of 10 points, x26 chapters, for a total possible 260 points. See attached schedule, online schedule, and individual quizzes for completion deadlines.

D. EXAMS [200 pts; 20% of total grade]:

Exams will be made available two weeks prior to the due date in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**. Complete one (1) Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of 100 Multiple Choice and True-False questions. Students may take and retake the Midterm and the Final Exam up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a very large database, the questions on each exam retake will differ from the previous exam questions for the same exam. Students are **NOT** permitted to use books or notes during the exams. These exams are timed.

Students may complete the exams before the due date if they so desire; however, in the interest of proficient grading and to motivate students to ration work efficiently, exams and retakes must be completed **BEFORE** the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to “0.”

EXAM	DATES:	MATERIAL	%/ POINTS possible
Midterm	See Online Schedule	Chapters 1-13	10%/ 100pts
Final	See Online Schedule	Chapters 14-Ep	10%/ 100pts

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the **DEADLINE** of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
FORUMS =	280 pts	900 - 1000 points = A
ASSIGNMENTS =	260 pts	800-899 points = B
QUIZZES =	260 pts	700- 799 point = C
TESTS/EXAMS =	200 pts	600 - 699 points = D
Total =	1000 pts	<600 points = F or N

LEARNING RESOURCES

Required Resources:

Berger, K. (2014). *The Developing Person Through the Life Span*, (9th ed.). New York: Worth
The required text should be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with a free studyguide (optional resource) and free access to LAUNCHPAD (required resource).

LAULIMA WEBSITE: Through the WCC online homepage, log in to Laulima with your UH ID. The tab for this course should be visible. If it is not, please see your instructor before or after class so that she can add you to the site. WCC recommends using FIREFOX for optimized potential.

LAUNCHPAD Student Access Code: Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around \$85. Link to course through “LaunchPad” link on your LAULIMA site. Worth Publishing recommends using GOOGLE CHROME for optimized potential.

Recommended Resources:

Straub, R. (2014). *Study Guide to Accompany The Developing Person Through the Lifespan 9th ed.* by Kathleen Berger; New York: Worth. Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around \$50.

Additional Campus Resources:

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities
<https://www.windward.hawaii.edu/TRIO/>

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

TTC: The Testing Center for assistance in alternative testing sites https://windward.hawaii.edu/testing_center/

Library Study Services: See the librarian for details https://windward.hawaii.edu/Learning_Resources/

EBSCOHost Journal Online DataBase can be accessed through the Library Website:
<http://library.wcc.hawaii.edu>

Additional Information

MODE OF INSTRUCTION

This is an ONLINE course. Assigned readings, videos, “Video Activities,” “LearningCurve” activities, discussion, “Assignments,” community field observations, peer teaching, online and interactive engagement, quizzes, and exams, are designed to be mutually complimentary. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will necessarily be discussed in class activities. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains, and are encouraged to further research any concepts that are not fully understood.

REQUEST FOR Cr/N GRADES

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid term; see calendar for date).

ACADEMIC DISHONESTY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and *expulsion from the University of Hawaii*.

Cheating: Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. There will be an announcement posted on Laulima in the first week(s) with additional information as to how plagiarism can be avoided in this online course.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Ākoakoa 213 for more information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.

For careers in counseling, social work, education,
psychology and human development.

Psycho-Social Development

Academic Subject Certificate

If you like helping people, a career in human services may be for you – whether it's social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

Required courses:

(24 credits)

PSY 100	Survey of Psychology (3)
Select one course from three options:	
PSY 170	Psychology of Adjustment or
SOC 218	Introduction to Social Problems (3) or
SOC 231	Introduction to Juvenile Delinquency (3)
PSY 224	Abnormal Psychology (3)
PSY 240	Developmental Psychology (3)
SOC 100	Survey of General Sociology (3)
SOC 251	Introduction to Sociology of the Family (3)
SSCI 193V	Cooperative Arts and Science Education (3)
SSCI 293V	Cooperative Arts and Science Education (3)

Elective (3 credits)

Select one course from the list below:

ANTH 200	Cultural Anthropology (3)
BOT 105	Ethnobotany (3)
ECON 120	Introduction to Economics (3)
ICS 100	Computing Literacy and Applications (3)
POLS 180	Introduction to Hawaiian Politics (3)

SUMMER_II 2016 PSY240 ONLINE Schedule of Coursework		
WEEK#	ALL COURSEWORK* FOR	DUE by <i>MIDNIGHT</i> THIS NIGHT
1	FORUM: WEEK 1: INTRODUCTIONS; CHs 1, 2, 3, & 4	JULY 8
2	CHs 5, 6, 7, 8, & 9	JULY 15
3	CHs 10, 11, 12, & 13; MIDTERM EXAM (Chs 1 – 13)	JULY 22
4	CHs 14, 15, 16, & 17	JULY 29
5	CHs 18, 19 20, 21, & 22	AUG 5
6	CHs 23, 24, 25, & Epilogue; FINAL EXAM (Chs 14 – Ep)	AUG 12

*Coursework includes

- (1) Chapter READING,
- (2) POSTS completed in LAULIMA: FORUMS,
- (3) REPLIES completed in LAULIMA: FORUMS ,
- (3) ACTIVITIES completed *in Launchpad*,
- (4) ASSIGNMENT QUESTIONS answered/submitted in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS,
- (5) QUIZZES competed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS, and
- (6) TESTS/EXAMS competed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS.

** THIS IS A SUMMER COURSE -- **16 WEEKS** OF INSTRUCTION HAVE BEEN **SHRUNK TO 6**; THEREFORE, THIS IS AN **INTENSIVE COURSE** AND **REQUIRES EXTREME DEDICATION TO YOUR STUDIES TO PASS**. On average, summer courses require 20 hours per week dedicated to each course.

*** ASSIGNMENTS **MUST** BE COMPLETED BY THE DUE DATE/TIME! YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS BEFORE THESE DUE DATES. Due dates are DEADLINES; meaning all work should be completed and submitted BEFORE this time on this date. I recommend completing reading and assignments for one chapter per day. This will allow you to focus on one set of material at a time, give you a couple of days of down time on non-exam weeks, and allow for a few days to study for exams on weeks exams are given.

**** LATE SUBMISSIONS WILL NOT BE ACCEPTED.

**PSY240 ONLINE ASSIGNMENTS, Berger 9e
(and corresponding LaunchPad Activities)**

REGISTER on LaunchPad:

- (1) In Laulima, click on "LAUNCHPAD" on the left side menu, or link directly through your browser. Register with your UH ID and UH email address.
- (2) Log in to LaunchPad, become familiar with the site, and explore all that this resource has to offer.

*****IMPORTANT:** For assignments, it is recommended that you type answers into a word processing program, save, then copy/paste into Laulima's "Assignments, Tests, and Surveys" to submit to your instructor. If Laulima experiences an error while you are typing, once you hit *submit* you will lose your work. Late assignments will not be accepted. Please see schedule for due dates. Keep saved assignments in a file for future reference, studying, and "just incase."

CHAPTER 1 ASSIGNMENTS:

- (1) **Worth 5 points - Complete the LearningCurve activity in section 1a titled:**

LearningCurve 1a) Understanding How and Why and The Life-Span Perspective

While completing the activity, think about how LearningCurves activities, located in each section of each chapter, can aid in your learning throughout the semester.

Briefly answer the following below: Might the LearningCurve activities be something you could, or would, utilize throughout the semester? Why or why not?

- (2) **Worth 5 points - Watch and complete the questions in the Video Activity in section 1b titled:**

Video Activity: Eugenics and the "Feebleminded": A Shameful History

While completing the activity, think about what ethical implications were brought about in this facility and the research conducted there.

Briefly answer the following below: How has this activity aided in your understanding of The Science of Human Development?

CHAPTER 2 ASSIGNMENTS:

- (1) **Worth 5 points - Complete the LearningCurve activity in section 2a titled:**

LearningCurve 2a) What Theories Do and Grand Theories

Briefly answer the following below: Which GRAND theory do you most agree with? Why?

- (2) **Worth 5 points - Complete the LearningCurve activity in section 2b titled:**

LearningCurve 2b) Newer Theories and What Theories Contribute

Briefly answer the following below: Which NEWER theory do you most agree with? Why?

CHAPTER 3 ASSIGNMENTS:

- (1) **Worth 5 points - Watch and complete the questions in the Video Activity in section 3a titled:**

Video Activity: Homosexuality: Nature or Nurture?

Briefly answer the following below: What explanation might "epigenetic theory" provide for understanding why monozygotic twins, who also shared a home environment, would present with differing sexual orientation?

- (2) **Worth 5 points - Watch and complete the questions in the Video Activity in section 3a titled:**

Video Activity: Identical Twins: Growing Up Apart

Briefly answer the following below: How do twin studies help us understand the impact of genes (nature) on personality?

CHAPTER 4 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 4a titled:
Video Activity: Periods of Prenatal Development
Briefly answer the following below: Which is the most critical period of prenatal development? Why?
- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 4b titled:
Video Activity: Teratogens
Briefly answer the following below: Which period of prenatal development is most effected by teratogens? Why?
- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 4b titled:
Video Activity: Prenatal Testing
Briefly answer the following below: Briefly describe the differences you saw between the various ultrasounds.

CHAPTER 5 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 5a titled:
Video Activity: Brain Development: Early Childhood
Briefly answer the following below: What new information did you find most interesting in this video activity? Why?
- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 5b titled:
Video Activity: Newborn Sense Experiences
Briefly answer the following below: What is the least developed sense at birth? Why?
- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 5a titled:
Video Activity: Brain Development: Infants and Toddlers
Briefly answer the following below: What new information did you find most interesting in this video activity? Why?

CHAPTER 6 ASSIGNMENTS:

- (1) Worth 5 points - Complete the LearningCurve activity in section 6a titled:
LearningCurve 6a) Sensorimotor Intelligence
Briefly answer the following below: What question/answer did you find most enlightening? Why?
- (2) Worth 5 points - Complete the LearningCurve activity in section 6c titled:
LearningCurve 6c) Language: What Develops in the First Two Years?
Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 7 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 7b titled:
Video Activity: Mother Love: The Work of Harry Harlow
While watching the video, reference table 7.1 on page 193 in your text and consider the patterns of attachment the monkeys had to the wire mother vs. the cloth mother.
Briefly answer the following below: For both the wire and cloth mothers
 - (a) Name the pattern of attachment,
 - (b) What evidence (monkey behaviors) supports your decision,
 - (c) What (mother behaviors) do you believe caused these attachment patterns to occur,
 - (d) What do you believe is the reason that the monkey did not go to the wire mother even when she was the only thing in the play room that he knew/recognized? Isn't anyone familiar better than no one at all?
- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 7c titled:
Video Activity: Modeling: Learning by Observation
Briefly answer the following below: What implications might Albert Bandura's Bobo Doll Experiment have on understanding the effect of violent videogames on children today? How about parents that proclaim, "Do as I say, not as I do?"
- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 7a titled:
Video Activity: Self-Awareness and the Rouge Test
Briefly answer the following below: Why is understanding "identity" in young children important?

CHAPTER 8 ASSIGNMENTS:

- (1) **Worth 5 points - Watch and complete the questions in the Video Activity in section 8a titled:**
Video Activity: The Childhood Stress-Cortisol Connection
Briefly answer the following below: According to the video, when do cortisol levels negatively affect children: Immediately? When they are very high? When they are very low? When they are high for a prolonged period of time?
- (2) **Worth 5 points - Complete the LearningCurve activity in section 8a titled:**
LearningCurve 8a) Body Changes and Brain Development
Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 9 ASSIGNMENTS:

- (1) **Worth 5 points - Watch and complete the questions in the Video Activity in section 9a titled:**
Video Activity: Theory of Mind
Briefly answer the following below: Incorporating what you learned in the video, consider a group of 3 year old children playing a game of hide-and-seek. One child stands in the middle of the room and covers his eyes, another stands below hanging towels in the bathroom with just her face covered, and a third kneels over on the couch and covers his head with a pillow. How does “Theory of Mind” explain why these 3year old children believe they are well hidden?
- (2) **Worth 5 points - Watch and complete the questions in the Video Activity in section 9b titled:**
Video Activity: Language Acquisition in Young Children
Briefly answer the following below: Which two theories of Language Acquisition does this video activity reference?
- (3) **EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 9a titled:**
Video Activity: Achieving Conservation
Briefly answer the following below: There are many types of conservation. What are the four (4) types of conservation discussed in your text? Which type of conservation does this video activity depict? Using your understanding of conservation, how might you use to appease a 2 yr old who is upset because his big sister received 2 cookies, but he only got one?

CHAPTER 10 ASSIGNMENTS:

- (1) **Worth 5 points - Watch and complete the questions in the Video Activity in section 10a titled:**
Video Activity: Can Young Children Delay Gratification?
Briefly answer the following below: According to the video, what proportion of children are unable to delay gratification? Why?
- (2) **Worth 5 points - Watch and complete the questions in the Video Activity in section 10c titled:**
Video Activity: The Boy Who Was a Girl
Briefly answer the following below: According to the video, Dr. Money believed which was most important to gender; nature or nurture? Was he correct?

CHAPTER 11 ASSIGNMENTS:

- (1) **Worth 5 points - Watch and complete the questions in the Video Activity in section 11c titled:**
Video Activity: Childhood Fear: Overcoming a Dog Phobia
Briefly answer the following below: Describe the behavioral technique used to help this young boy overcome his phobia.
- (2) **Worth 5 points - Watch and complete the questions in the Video Activity in section 11c titled:**
Video Activity: Autism Spectrum Disorder: Pervasive Developmental Disorder:
Briefly answer the following below: What diagnosis are doctors arguing about that the child may or may not be suffering from?

CHAPTER 12 ASSIGNMENTS:

- (1) Worth 5 points - Complete the LearningCurve activity in section 12a titled:
LearningCurve 12a) Building on Theory

Briefly answer the following below: What question/answer did you find most enlightening? Why?

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 12b titled:
Video Activity: Educating the Girls of the World

Briefly answer the following below: What did you find most interesting about the content of these videos?

CHAPTER 13 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 13a titled:
Video Activity: Stolen Childhoods

Briefly answer the following below: What did you find most interesting about the content of this video activity?

- (2) Worth 5 points - Complete the LearningCurve activity in section 13c titled:
LearningCurve 13c) Children's Moral Values

Briefly answer the following below: What question/answer did you find most enlightening? Why?

- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 13a titled:
Video Activity: Child Soldiers and Child Peacemakers

Briefly answer the following below: What did you find most interesting about the content of these videos?

CHAPTER 14 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 14a titled:
Video Activity: Eating Disorders

Briefly answer the following below: Aside from bingeing and purging (which can actually be characteristic of Bulimia or Anorexia of the Binge-Purge Type), what is the biggest difference between Anorexia and Bulimia? (Hint: this difference is primary cause of visible symptoms of anorexia—like Amenorrhea, hair loss, coma, etc.)

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 14b titled:
Video Activity: Empathy in Adolescence

Briefly answer the following below: How might violent videogames affect adolescent brain development?

- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 14b titled:
Video Activity: Brain Development: Adolescence

Briefly answer the following below: Briefly describe the brain changes that occur in adolescence?

CHAPTER 15 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 15a titled:
Video Activity: Characteristics of Formal Thought

Briefly answer the following below: According to the activity, the primary characteristic of formal thought is the ability to think in terms of what? What does that mean?

- (2) Worth 5 points - Complete the LearningCurve activity in section 15a titled:
LearningCurve 15a) Adolescence: Cognitive Development

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 16 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 16a titled:
Video Activity: Adolescence Around the World: Rites of Passage

Briefly answer the following below: Building on what was discussed in the video activity, describe a rite of passage you have experienced in your culture.

- (2) Worth 5 points - Complete the LearningCurve activity in section 16a titled:
LearningCurve 16a) Identity and Relationships with Adults

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 17 ASSIGNMENTS:

- (1) Worth 5 points - Watch the video in section 17c titled:

Videos: College Binge Drinking

Briefly answer the following below: Why is Binge Drinking so popular? What makes it dangerous?

- (2) Worth 5 points - Complete the LearningCurve activity in section 17b titled:

LearningCurve 17b) Psychopathology

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 18 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 18a titled:

Video Activity: Brain Development: Emerging Adulthood

Briefly answer the following below: What did you find most interesting about the content of this video activity?

- (2) Worth 5 points - Complete the LearningCurve activity in section 18b titled:

LearningCurve 18b) Morals and Religion

Briefly answer the following below: Which stage of Fowler's Moral Development do you believe you are in?

Explain why you believe to be in this stage by providing an example as evidence.

CHAPTER 19 ASSIGNMENTS:

- (1) Worth 5 points - Watch and the Video in section 19b titled:

Videos: Adolescent Development: Interview with Researcher Catherine Cooper

Briefly answer the following below: According to the video, what defines our conception of the lifespan? What two factors accompany the renegotiation of relationships between parents and children in adolescence?

- (2) Worth 5 points - Complete the LearningCurve activity in section 19b titled:

LearningCurve 19b) Intimacy and Emerging Adults and Their Parents

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 20 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 20a titled:

Video Activity: Brain Development: Middle Adulthood

Briefly answer the following below: According to the video, one of the first signs of the aging brain is the thinning of the what?

- (2) Worth 5 points - Complete the LearningCurve activity in section 20a titled:

LearningCurve 20a) Senescence

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 21 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 21a titled:

Video Activity: Research Methods and Cognitive Aging (formerly Measuring IQ)

Briefly answer the following below: According to the video, cross-sectional studies on cognitive aging confound the effects of _____ and _____ so that we can never be sure whether any difference between the age groups is due to age itself or to different generational experiences.

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 21b titled:

Video Activity: The Effects of Psychological Stress

After completing the LaunchPad activity, complete the "Stressed Out Test" and "Susceptibility to Stress Test" found on Lulima in the "Resources" folder.

Briefly answer the following below: What were your stress and susceptibility scores? Were they accurate? Why or why not? From the LP activity, how might you be affected by stress, and what coping strategies can help?

CHAPTER 22 ASSIGNMENTS (cont. on next page):

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 22b titled:

Video Activity: Happiness, Marriage, and Babies: Is there a Secret?

Briefly answer the following below: According to the video, what are the two things that combine to make 67% of people unsatisfied with their marriage after having a baby? Name one strategy to help marriages survive kids.

CHAPTER 22 ASSIGNMENTS (cont.):

- (2) Worth 5 points - Complete the LearningCurve activity in section 22b titled:

LearningCurve 22b) Intimacy: Friends and Family and Romantic Partners

Briefly answer the following below: What question/answer did you find most enlightening? Why?

CHAPTER 23 ASSIGNMENTS:

- (1) Worth 5 points - Complete the LearningCurve activity in section 23a titled:

LearningCurve 23a) Prejudice and Predictions and Selective Optimization and Compensation

Briefly answer the following below: What question/answer did you find most enlightening? Why?

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 23b titled:

Video Activity: Signs of Aging

Briefly answer the following below: According to the video activity, is getting old so bad? Why or why not?

CHAPTER 24 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 24a titled:

Video Activity: False Memories: Oh, Yes, I Remember It Well

Briefly answer the following below: Based on what you learned in this video activity, what implications might this research have on the reliability of eye-witness testimony or “recovered memories” of abuse?

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 24b titled:

Video Activity: Alzheimer's Disease

Briefly answer the following below: According to the video, what treatments are currently available for Alzheimer’s Disease? When is an Alzheimer’s cure expected?

- (3) EXTRA CREDIT 5 points - Watch and complete the questions in the Video Activity in section 24a titled:

Video Activity: Brain Development: Late Adulthood

Briefly answer the following below: There are normal changes that occur in every person’s brain during late adulthood. Reaction times and information processing are slower than in early and middle adulthood, but in many everyday settings, this slowdown does not matter that much. _____, _____, _____, and _____ allow most adults to enjoy old age.

CHAPTER 25 ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section 25b titled:

Video Activity: 85 Plus: Living Independently

Briefly answer the following below: According to the video, What is Mary “still looking” for? Name 2 “factors that contribute to longevity” that you agree with most.

- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 25b titled:

Video Activity: Grandparents as Parents

Briefly answer the following below: List some general concerns of grandparent caregivers that are discussed in this video activity. List some general concerns of children being raised by their grandparents that are discussed in this video activity.

CHAPTER EP ASSIGNMENTS:

- (1) Worth 5 points - Watch and complete the questions in the Video Activity in section Eb titled:

Video Activity: Preparing to Die

Briefly answer the following below: According to the video activity, what disease is Laura dying from? What does Laura say is the average life expectancy of someone with her disease?

- (2) Worth 5 points - Complete the LearningCurve activity in section Eb titled:

LearningCurve Eb) Choices in Dying

Briefly answer the following below: Dr. Kübler-Ross described how a person diagnosed with a terminal illness is likely to go through several stages of emotion when accepting that death will be the final outcome of the illness. Other researchers have pondered how these stages are also experienced by those feeling the “loss” of a dying loved one. Think also of the “loss” of a relationship from a break-up, or the “loss” of a college paper when your computer crashes. Describe how one might resolve each of these stages when coping with the loss of a relationship (break-up) or college paper (computer crashes)?