

SPRING 2017
FAMR 230: FAMILY RESOURCES: HUMAN DEVELOPMENT
Na'auao 125; TR 2:30p-3:45p; CRN:64229
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na'auao 124
OFFICE HOURS: TR 12:45pm – 2:15pm, 3:45pm – 4:15pm; by appointment
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
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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 biological, cognitive, and psycho-social development of individuals from conception to death, with similarities and differences among individuals and their cultures, as well as special attention to interests, abilities, and critical issues at successive developmental stages.

CATALOG DESCRIPTION

This course provides students with theories of biological, cognitive, and psycho-social development from infancy to adulthood and with similarities and differences among individuals and their cultures.

PREREQUISITES: None

RECOMMENDED PREPARATION: Completion of PSY100: Survey of Psychology.

Read and write at the college level, possess basic computer literacy, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Compare and contrast the various theories of human development and behavior.
2. Describe biological, cognitive, and psychosocial development for each life-span period.
3. Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.
4. Apply human development theories and concepts to personal, social, educational, and occupational experiences.

COURSE CONTENT

Concepts or Topics

- Scientific Method
- Developmental Psychology
- Development Domains
- Developmental Stages
- Major Theories & Thoughts

Skills or Competencies

1. Understand the Scientific Method
2. Discuss human behavior and development
3. Use current models to describe human behavior
4. Integrate major theories and thoughts to understand and discuss human behavior and development

COURSE TASKS

A. EXAMS (40%, 400 points of total grade):

Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	Tuesday, Mar. 14 th	Chapters 1-13	20%/ 200pts
Final	Thursday, May 11 th	Chapters 14-Ep	20%/ 200pts

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 start time 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 class hours. 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.

B. PARTICIPATION / ATTENDANCE : (10%, 100 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class 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, 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 attend class to contribute to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need **to be present for the entirety of the class and actively participate**.

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

D. "What I Have Learned" TERM PAPER (10%, 100 pts of total grade):

This project should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of developmental theory through meaningful thought and real-life application, while completing a college level literary project. 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 this project. See rubric for additional instructions on project requirements.

Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.

E. LAUNCHPAD HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):

For various chapters throughout the semester, you must briefly answer questions posed to you in your “List of Assignments” (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 ANNOUNCEMENTS in Lualima for additional details regarding access codes.

To receive full credit for this aspect of the course, you must complete at least 20 of the 26 **assigned** Video and LearningCurve Activities, then briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). Please type your assignments, make sure your name is on it, and turn the hardcopy in to me on the day that assignment is due. Late assignments will not be accepted. If you are unable to come to class, you may email the assignment by class start time on the date due and bring a hard copy to the next class day.

There are six extra credit “assignments” scattered throughout the twenty-six chapters. 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 will be provided in your “List of Assignments” and in class.

F. CHAPTER PRESENTATION PROJECT (20%, 200 pts of total grade):

The class will be separated into chapter teams to present a specific chapter from the text on specific days. Team and chapter selection method will be discussed on Day 2 of class. The chapter presentation must be at least 45 minutes in length, be accompanied by handouts of presented chapter material, and be completely presented through active participation of entire class. Additional instructions will be provided in class. Grade is based on Instructor Rubric and takes into account information presented in the Teammate/Partner Rubric, but only as deemed appropriate by instructor.

Presentation Grading Rubric Samples:

Presentation Component:	Description:	Possible Points
Time	Total team presentation was at least 45 minutes and not more than 60 minutes allowing time for instructor input	20
Mode of Presentation	Material was presented in a fully interactive format (activity, game, small groupwork, discussion, etc.)	30
Understanding of Chapter Material	Demonstrated understanding of relevant chapter material and presented clearly, succinctly, and efficiently	30
Resources	Hard copy and online handouts and resources of presented chapter material were made available that day (copy of .ppt presentation, outline with general chapter details, worksheets, questions, etc.)	20
Communication	Was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.	20
Equality of overall preparation	Contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.	40
Equality of overall presentation	Contributed equal contribution of work in the actual presentation and in-class activity.	40
TOTAL:		200

Teammate Grading Rubric for Presentation:

Presentation Component:	Description:	Possible Points
Communication	Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.	10
Equality of overall preparation	Partner contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.	20
Equality of overall presentation	Partner contributed equal contribution of work during the presentation and in-class activity.	20
TOTAL POSSIBLE POINTS:		50

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Exams	= 400 pts	900 - 1000 points = A
Participation	= 100 pts	800-899 points = B
Quizzes	= 100 pts	700- 799 point = C
Term Paper	= 100 pts	600 - 699 points = D
Assignments	= 100 pts	<600 points = F or N
Presentation	= 200 pts	
Total	= 1000 pts	

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.

LAUNCHPAD Student Access Code: Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around \$100. Link to course through “LAUNCHPAD” link on your Laulima site.

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.

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 an alternative testing site 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*

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. 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. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

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) directly through the registrar's office.

SERVICE LEARNING COMPONENT

This course may provide a Service Learning Option where the student may volunteer a minimum of 20 hours within the community and apply what was learned in class. Additional information may be handed out in class. See instructor for more information and specific volunteer and paper requirements. If a student chooses the Service Learning option, s/he must notify the instructor by the end of the third week in the semester to ensure s/he has time to secure a work site and fulfill volunteer and academic requirements. It is the student's responsibility to acquire and submit all required Service Learning materials directly through the Service Learning office on campus to receive a Service Learning Certificate.

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...

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. **Please see attached flyer for additional 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.

FAMR230 CRN: 64229
Spring 2017 TR 2:30p-3:45p
Tentative Schedule

	Date	Chapter/ Reading Due	Topic	Assignment Due/Notes
Jan	T 10		Introduction	Get TextBook Bundle
	R 12	<i>Review Chapters 1-Ep</i>	Introduction <i>Pick Chapters/ Teams</i>	Read Syllabus; Register with LaunchPad <i>Double Attendance! No Make-ups!</i>
	T 17	Chapter 1	Introduction to Development	
	R 19	Chapter 1	Introduction to Development	Ch 1 ASSIGNMENT x2
	T 24	Chapter 2	Theories of Development	
	R 26	Chapter 2	Theories of Development	
	T 31	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Ch 3 ASSIGNMENT x2
Feb	R 2	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Ch 4 ASSIGNMENT x3
	T 7	Chapter 5	The First Two Years: Biosocial	
	R 9	Chapter 6	The First Two Years: Cognitive	
	T 14	Chapter 7	The First Two Years: Psychosocial	Ch 7 ASSIGNMENT x3
	R 16	Chapter 8	Early Childhood: Biosocial	
	T 21	Chapter 9	Early Childhood: Cognitive	Ch 9 ASSIGNMENT x2
	R 23	Chapter 10	Early Childhood: Psychosocial	Ch 10 ASSIGNMENT x2
	T 28	Chapter 11	Middle Childhood: Biosocial	
Mar	R 2	Chapter 12	Middle Childhood: Cognitive	Ch 12 ASSIGNMENT x1
	T 7	Chapter 13	Middle Childhood: Psychosocial	Ch 13 ASSIGNMENT x3
	R 9	<i>Chapters 1-13</i>	<i>Review for Midterm</i>	<i>!!! STUDY !!!</i>
	T 14	Chapters 1-13	MIDTERM EXAM	!!! STUDY !!!
	R 16		<i>Midterm Evaluation/ Assessment</i>	<i>Double Attendance!</i> <i>No Make-ups!</i>
	T 21	Chapter 14	Adolescence: Biosocial	Ch 14 ASSIGNMENT x2
	R 23	Chapter 15	Adolescence: Cognitive	
	*****	MARCH 27 – 31	***** SPRING BREAK *****	***** NO CLASSES *****
Apr	T 4	Chapter 16	Adolescence: Psychosocial	Ch 16 ASSIGNMENT x1
	R 6	Chapter 17 Chapter 20 Chapter 23	Emerging Adulthood: Biosocial Adulthood: Biosocial Late Adulthood: Biosocial	Ch 17 ASSIGNMENT x1
	T 11	Chapter 18	Emerging Adulthood: Cognitive	
	R 13	Chapter 19	Emerging Adulthood: Psychosocial	
	T 18	Chapter 21	Adulthood: Cognitive	Ch 21 ASSIGNMENT x1
	R 20	Chapter 22	Adulthood: Psychosocial	
	T 25	Chapter 24	Late Adulthood: Cognitive	Ch 24 ASSIGNMENT x3
	R 27	Chapter 25	Late Adulthood: Psychosocial	!!!!!!!!! TERM PAPER DUE !!!!!!!!!!
May	T 2	Epilogue	Death and Dying	
	R 4	<i>Chapters 14-Ep</i>	<i>Review for Final Exam</i>	<i>!!! STUDY !!!</i>
	R 11	Chapters 14-Ep	FINAL EXAM	!!! STUDY !!!

SUBMIT THIS FORM TO INSTRUCTOR ON PRESENTATION DAY

Teammate Grading Rubric for: **Teammate:** _____

Ch(s): _____ Date: _____

Graded by: (your name): _____ (grade will not be included without your name)

Presentation Component:	Description:	Possible Points	Points Earned
Communication	<p>Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.</p> <p>EXPLAIN: _____.</p> <p>_____.</p>	10	
Equality of overall preparation	<p>Partner contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.</p> <p>LIST 5 things I contributed in preparation: _____.</p> <p>_____.</p> <p>_____.</p> <p>LIST 5 things my partner contributed: _____.</p> <p>_____.</p> <p>_____.</p> <p>Where on this line would you rate your <i>partner's</i> efforts?</p> <p>0 ←————→ 10</p> <p><i>I</i> <i>equal</i> <i>S/He</i></p> <p><i>did all the work</i> <i>did all the work</i></p>	20	
Equality of overall presentation	<p>Partner contributed equal contribution of work in the actual presentation and in-class activity.</p> <p>Which activity did your team do? _____.</p> <p>_____.</p> <p>_____.</p> <p>What job(s) did you have? _____.</p> <p>_____.</p> <p>_____.</p> <p>What job(s) did your partner have? _____.</p> <p>_____.</p> <p>_____.</p> <p>NOTES: _____.</p> <p>_____.</p>	20	
	TOTAL POSSIBLE POINTS:	50	

SELF-GRADE & TURN THIS SHEET IN WITH YOUR TERM PAPER.

Choose 10 different chapters total: Three from the Biosocial Domain Chapters (5, 8, 11, 14, 17, 20, 23), Three from the Cognitive Domain Chapters (6, 9, 12, 15, 18, 21, 24), and Three from the Psychosocial Domain Chapters (7, 10, 13, 16, 19, 22, 25), plus 1 additional chapter (1, 2, 3, 4, Epilogue, or any of the chs. 5-25 not yet used) that interests you (3+3+3+1=10 chapters).


For each chapter: (1) Describe/Define technically, according to your source but summarized in your own words, three (3) NEW things that you learned and found interesting; things you DID NOT know before studying 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.

- How can you potentially use this new information in your life?
- With whom?
- In what type of situation(s)?
- How might this information change your behavior or thought process now, versus
- 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 physical, representation of your potential experience (ie: portrait, sentimental item, artwork, poem, etc.) that can be inserted into, or attached to, each page; (3) Write a minimum of one **full** page, double spaced, with 1-inch margins, using 12 point Times New Roman font, making the narrative portion of the portfolio a minimum of ten (10) **full** pages total. Incorporate all chapters and artifacts (optional) in chronological order in one document, including a **cover page with your name on it, and a separate table of contents that includes chapter numbers, chapter titles, and chapter domain.**

You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and your own development.

Scoring Rubric: Using the below scales, give points for each criteria completed. Incomplete criteria earn 0 points.

Criteria:	Insert Points for each completed									
	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch
Domain (B,C,P)/Chapter# 										
Understanding (2pts): Adequately defines 3 new points, theories, or concepts given in the chapter										
Application (2pts): Analyzes a future change in their development and applies it to the point, theory, or term given.										
Format (4pts): 1 page, typed, double spaced, 1 inch margins, and 12 point Times New Roman font										
Subtotal Each CH: (8 points possible)										
Total Points Added (i.e. 8x10ch=80 points)										
Complete: 10 total chapters with 3 from each domain (10pts)										
Professionalism: Table of Contents w/ Domain, Chapter, & Topic, cover page including name, Neat (5pts)										
Follow Directions: Self-graded Rubric included in paper (5pts)										
TOTAL PROJECT PTS: (100 points possible)										

NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.
 Self-grade your portfolio
 Please *put your name on the cover* of your paper and **include this rubric as the last page of your paper.**

NAME:

Course Day/ Time:

SERVICE LEARNING COMPONENT

This course provides a Service Learning Option. In lieu of the Term Paper, the student may volunteer a minimum of 20 hours within the community. **It is the student's responsibility to acquire a site. To receive Service Learning Credit and a certificate, it is the student's responsibility to submit all required Service Learning materials directly to the Service learning office on campus.** Additional information can be found at Hale Manaleo 115; Ofc: (808) 236-9230; wccserve@hawaii.edu; <http://windward.hawaii.edu/Service-Learning/index.php>

If a student chooses the Service Learning option, that student must notify the instructor by the end of the third week in the semester; this is to ensure the student has enough time to secure a work site and fulfill volunteer and academic requirements. Additionally, the student must **immediately** provide to the instructor copies of: (These forms can be obtained at the Service Learning Office)

- The *Student Project Proposal Form*
- The *Assumption of Risk, Release, and Waiver Form*

To be included as a "My Service Learning" journal project towards the end of the semester, the student must provide:

- Copy of the *time sheet* indicating days and times of Service Learning Service, signed by the student's site supervisor
- Copy of the *Site Supervisor Evaluation Form* from Service Learning office requirements
- Site Journal: For each day at the volunteer site, write a brief journal entry describing tasks, people or places encountered, activities engaged in, and describe real-life applied recognition of concepts learned in class.
- A 3-5 page final impact paper describing the volunteer experience and how the student was able to recognize and/or apply concepts learned in the classroom.
 - Minimum 3 pages, 1 inch margins, times new roman font

Component	Description	Poss. Pts.	Pts. Earned
Project Proposal/ Waiver Form	<i>Student Project Proposal Form and Assumption of Risk, Release, and Waiver:</i> <ul style="list-style-type: none">• Completed,• Submitted to instructor by 4th week of the semester, & included here.	5	
Time Sheet	Student submitted an organized time sheet: <ul style="list-style-type: none">• Clear with dates, times, activities, & any other pertinent info.;• Time sheet reflects completed hours;• Is signed by the site supervisor.	5	
Evaluation Form	Student submitted <i>Site Supervisor Evaluation Form</i> : <ul style="list-style-type: none">• Completed,• Signed by Supervisor.	15	
Journals	Student submitted journal entries w/ details of activities relating course material: <ul style="list-style-type: none">• Defines tasks, people, places engaged that day;• Defines how activities relate to points, theories, terms, or concepts learned in the course;• Analyzes experiences at their site and applies insights related to the points, theories, or terms, or concepts learned in class;• Typed, double spaced, 1in margins, 12 point Times New Roman font.	25	
Final Reflection	Student submitted a Final Reflection Impact paper: <ul style="list-style-type: none">• Describes the impact of the volunteer experience overall,• Summarizes examples of how student was able to recognize and/or apply concepts learned in the classroom,• Describes how this experience was/was not helpful in learning• Format: 3-5 pages, typed, double spaced, 12pt Times New Roman font	25	
Professionalism	Project is submitted as professional college paper, including: <ul style="list-style-type: none">• Secured in folder, Neat• Cover page, Table of Contents,• Included ALL materials listed above• Format: min. of 10 pages total, with min. 3 pages as final impact paper.	25	
Completion	Failed to complete a minimum of 20 Service Learning Project Hours	-100	

NAME: _____ **Course Day/ Time:** _____.

FAMR230 IN-CLASS ASSIGNMENTS, Berger 9e
(and corresponding LaunchPad Activities)

REGISTER on LaunchPad:

- (1) In Iaulima, 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.

For assignments, type answers into a word processing program, save, print, and hand in the printed hard copy to your instructor at the beginning of class on the date it is due. 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:
(1) 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: 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:
(2) Video Activity: Eugenics and the "Feeble-minded": 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: How has this activity aided in your understanding of Human Development as a SCIENCE? Reference chapter 1 research, methods, and ethics.

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: 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: According to the video activity, how do twin studies help us understand the impact of genes (nature) on personality? Provide examples from the activity.

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

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: For both the wire and cloth mothers
(A) the wire mother; then (B) the cloth mother.
 - (i.) Name the pattern of attachment,
 - (ii.) What evidence (monkey behaviors) supports your decision,
 - (iii.) What (mother behaviors) do you believe caused this attachment pattern to occur,(C) 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: 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) Worth 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: Per the video, why is understanding "identity" in young children important?

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: 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 9a titled:
Video Activity: Achieving Conservation
Briefly answer the following: 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: 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: According to the video, Dr. Money believed which was most important to gender; nature or nurture? Was he correct?

CHAPTER 12 ASSIGNMENT:

- (1) 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: 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: 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: What question/answer did you find most enlightening? Why?
- (3) Worth 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: 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 14b titled:
Video Activity: Empathy in Adolescence
Briefly answer the following: How might violent videogames affect adolescent brain development?
- (2) Worth 5 points - Watch and complete the questions in the Video Activity in section 14b titled:
Video Activity: Brain Development: Adolescence
Briefly answer the following: Briefly describe the brain changes that occur in adolescence?

CHAPTER 16 ASSIGNMENT:

- (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: Building on what was discussed in the video activity, describe a rite of passage you have experienced in your culture.

CHAPTER 17 ASSIGNMENT:

- (1) Worth 5 points - Watch the video in section 17c titled:
Videos: College Binge Drinking
Briefly answer the following: Per the video, why is Binge Drinking so popular? What makes it dangerous?

CHAPTER 21 ASSIGNMENT:

- (1) 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 Lailima in the "Resources" folder (also handed out in class).
Briefly answer the following: 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 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: 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: According to the video, what treatments are currently available for Alzheimer's Disease? When is an Alzheimer's cure expected?
- (3) Worth 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: 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.