



### HDFS 230: HUMAN DEVELOPMENT

3 Credits (CRN 61204)

TR 2:30p – 3:45p; SYNCHRONOUS Online; via ZOOM

**INSTRUCTOR:** Falisha Herbic, MACL  
**OFFICE:** Na`auao 124  
**OFFICE HOURS:** by appointment TR 4:00 – 5:30pm via ZOOM, or anytime via email  
**TELEPHONE:** (808) 236-9211 (I am not on campus this semester)  
**EMAIL:** [falisha@hawaii.edu](mailto:falisha@hawaii.edu) (preferred; often same day reply)  
**EFFECTIVE DATE:** Spring 2021

### 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 the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

### CATALOG and COURSE DESCRIPTIONS

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.

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 and have a basic understanding of percentages and probability.

**NOTE:** This is an online class. Students **MUST** have access to a computer, the Internet, and use of their UH hawaii.edu e-mail account to participate in this class. Conducted via the internet, this class uses ZOOM and Lulima—the University of Hawai'i's web-based course management system. A web-based course such as this one requires that you have computer and internet literacy skills.

### 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

*Windward Community College is an equal opportunity, affirmative action institution.*

## COURSE TASKS

### A. PARTICIPATION / ATTENDANCE [14%, 140 points of total grade]:

Each student will be expected to participate in lectures and activities each class, **via ZOOM**. It is **REQUIRED** that students have their **CAMERA ON** during ZOOM class. **MAKE SURE YOUR ZOOM ID/USER NAME IS YOUR REGISTERED NAME!** The instructor is not responsible for trying to figure out which student belongs to “808sk8r.”

**To receive credit** for participation, students need to be **present for the entire class** and **actively PARTICIPATE!**

Attendance logs in ZOOM will report each student present, how long each student attended, and if a student leaves and/or rejoins a class, and for how long. Attendance will be recorded using this tool; I will personally make participation notes. If a student has technical difficulties or loses connection, it is the student’s responsibility to rejoin the class. **The student’s camera must be on, with the student visibly participating in class, in order for the student to receive participation/attendance credit for that class.** Students must take measures to ensure their internet connection is strong enough to sustain a video feed. The instructor is not responsible for a student’s weak internet connection.

Lectures and 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 and contribute to the interactive learning that is an important part of every class. Routine appointments should be made outside of class time.

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

For various chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments can be found in the Master List of Assignments, included in this syllabus, and may also be accessed via **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**, **LAULIMA/SYLLABUS**, and via **LAULIMA/RESOURCES/ASSIGNMENTS AND VIDEOS**. *\*Note: NOT ALL CHAPTERS HAVE ASSIGNMENTS.*

For each chapter assignment, you must complete a few brief questions or task in the **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS** section of your Laulima site (worth 10 pts each). Assignments may include completion of charts, worksheets, watching videos, and/or answering critical thinking questions, etc. For many assignments, in order to answer the critical thinking question(s) and get credit, you must first watch a specified video in **LAULIMA/RESOURCES/ASSIGNMENTS AND VIDEOS**. *Some assignments REQUIRE hand-written creations*, such as creating tables. When hand-written, the work **MUST** be neat and legible or zero points will be given. Then you may upload a picture or scan of your hand-made creation in .jpg or .pdf format. Other formats may not be viewable and will result in zero (0) points.

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(s) will indicate the correct “assigned” Video(s) and/or Activity(s) you must complete. Upon completion of the activity, you will log back in to **LAULIMA’S ASSIGNMENTS, TESTS, AND SURVEYS** to answer the question(s) posed, and/or upload a picture or scan of your hand-made assignment. A master “List of Assignments” is also provided in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**, **LAULIMA: RESOURCES**, and attached to this syllabus. *To get credit, assignment questions MUST be submitted in the ASSIGNMENTS, TESTS, AND SURVEYS section of LAULIMA by the due date/time.* Emailed assignments or assignments submitted in another area of the Laulima site will NOT be accepted.

**ASSIGNMENTS ARE DUE BEFORE CLASS BEGINS! Late assignments will not be accepted.** Additional details and feedback will be provided in **LAULIMA: ANNOUNCEMENTS** or in class.

#### **\*EXTRA CREDIT\***

Some of the chapters have **EXTRA CREDIT** activities “assigned” in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**. There are six (6) extra credit “assignments” scattered throughout the first ten chapters. Extra credit assignments are NOT required. If you wish to receive Extra Credit, these assignments must also be submitted directly through **LAULIMA’S ASSIGNMENTS, TESTS, AND SURVEYS** by the chapter due date. Extra credit assignments are worth a possible five (5) points each—half the points of regular assignments—for a possible 30 points total of extra credit. **THIS IS THE ONLY EXTRA CREDIT OFFERED FOR THIS COURSE!**

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**C. Chapter QUIZZES [280 pts; 28% of total grade]:**

Quizzes will be made available within 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, all quizzes (including 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;" Late quizzes will not be permitted.

Each chapter quiz is worth a possible total of 10 pts x 26 chs (+20 pts for the Syllabus Quiz), for a total possible 280 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 a Midterm examination and a 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 each, 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, all exams (including 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."

<b>EXAM</b>	<b>DATES:</b>	<b>MATERIAL</b>	<b>%/ POINTS possible</b>
Midterm	See Schedule	Chapters 1-13	10%/ 100pts
Final	See 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 the due date, in order for the student to avoid penalty. Late exams will not be permitted.

**E. TEAM PRESENTATION [120 pts; 12% of total grade]:**

The class will be separated into teams to present a specific chapter from the text, on specific days. Team selections will be made after the midterm. The chapter presentation should be approximately 45 minutes in length, be accompanied by handouts of presented chapter material, and be completely presented through active participation of the entire class. Additional instructions will be provided in class. Grade is based on Instructor Rubric; and takes into account information presented in Teammate Rubrics, but only as deemed appropriate by instructor.

## ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
PARTICIPATION/ATTENDANCE	= 140 pts	900 - 1000 points = A
ASSIGNMENTS	= 260 pts	800-899 points = B
QUIZZES	= 280 pts	700- 799 point = C
TESTS/EXAMS	= 200 pts	600 - 699 points = D
TEAM PRESENTATION	= 120 pts	<600 points = F (or N)
<b>Total</b>	<b>= 1000 pts</b>	

## LEARNING RESOURCES

### Required Resources:

TEXTBOOK: Berger, K. (2019). *The Developing Person Through the Life Span*, (10<sup>th</sup> ed.). New York: Worth  
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with free access to LAUNCHPAD (optional resource). Note: The 2014 9<sup>th</sup> edition of this text is adequate, as well; previous editions (8<sup>th</sup> and preceding) are NOT recommended.

COMPUTER/INTERNET ACCESS: You will need access to a computer with high-speed internet access.

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 so that she can add you to the site. WCC recommends using FIREFOX for optimized potential.

### Recommended Resources:

STUDY GUIDE: Straub, R. (2014). *Study Guide to Accompany The Developing Person Through the Lifespan* 9<sup>th</sup> ed. by Kathleen Berger; New York: Worth.

### Course Resources:

In addition to required Text, Forum, Homework, Exam, and Quiz curriculum, this course provides supplemental resources for your learning, understanding and summation of required information. In LAULIMA, under the RESOURCES tab, you can find additional “just for fun” videos, chapter notes (my classroom lecture notes), and chapter presentations (my classroom powerpoint presentations). Additionally, if you explore the LaunchPad/ eBook site, there are multiple resource quizzes, videos, journal articles, and a LearningCurve tool that helps you to assess your retention strengths and weaknesses. These resources are provided for use at your leisure, and are not required material. You get out of the course what you put in to it.

### **SUPPLEMENTAL INSTRUCTION:**

This course includes a Supplemental Instructor to enhance your success. You are encouraged to attend any and all supplemental instruction sessions, although they are not required. There will be an incentive to attend at least one session at the beginning of the semester. ☺ Your supplemental instructor for this course:

Kaui Freitas-Pratt  
kfpf@hawaii.edu

### Campus Resources:

TRIO: For a variety of student support services, visit Hale Kako’o 116, call 808-235-7487, or visit [windward.hawaii.edu/TRiO/Student\\_Support\\_Services.php](http://windward.hawaii.edu/TRiO/Student_Support_Services.php)

PEER MENTORING: For tutoring and peer mentoring for any student in need of educational support visit the Ka Piko Study Center in Hale `Ākoakoa 232, Lounge; call 235-7454; Email: [wccpeer@hawaii.edu](mailto:wccpeer@hawaii.edu); or visit [windward.hawaii.edu/kapiko/peer/](http://windward.hawaii.edu/kapiko/peer/)

MY SUCCESS: For extra help or advising, students are encouraged to explore resources at [MySuccess.Hawaii.edu](http://MySuccess.Hawaii.edu) and [windward.hawaii.edu/MySuccess](http://windward.hawaii.edu/MySuccess).

LIBRARY STUDY SERVICES: See the librarian for details [https://windward.hawaii.edu/Learning\\_Resources/](https://windward.hawaii.edu/Learning_Resources/)

## ADDITIONAL INFORMATION

### **MODES OF INSTRUCTION:**

This is an ONLINE SYNCHRONOUS course. That means it is scheduled at a specific time to meet. Assigned readings, discussion, video activities, worksheets, and assignments, community field observations, peer teaching, online and interactive engagement, quizzes, and exams, and lectures 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 all domains, and are encouraged to further research any concepts that are not fully understood.

### **ABSENCES:**

As stated in “Course Tasks, A.,” attendance and participation are crucial to the interactive learning environment and routine appointments should be scheduled outside of class time. However, it is understood that occasionally an unforeseeable event might occur (illness, technical difficulties, children issues, etc.); therefore, as a courtesy, students are allowed to “make up” attendance/ participation for up to two (2) absences. You may make up an absence by taking comprehensive HAND-WRITTEN notes on assigned reading. Attendance make up notes should contain a summarized understanding of concepts, theories, and terminology throughout the assigned chapter reading for that day; simply copying terms and definitions will NOT be accepted. Basically, if I can see that you read and understood the material to be covered that day, I can pretend you were there. To receive absence make up credit, attendance make up notes must be submitted to your instructor, via email, within one week of your return. Any missed quizzes or exams will NOT be made up. There are certain days where scheduled activities are not conducive to make up work and cannot be made up. Doctor notes will NOT excuse an absence. Your instructor reserves the right to rescind this courtesy at any time.

### **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 (see registrar for date) directly through the registrar’s office.

### **LATE WORK:**

As stated in “Course Tasks, A - D,” late work will not be permitted or accepted. If you foresee you may be unable to complete coursework according to the schedule, you may submit assignments on an earlier date. Emailed assignments will NOT be accepted.

## ACADEMIC INTEGRITY

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 copying another student’s work, 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...

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

## DISABILITIES ACCOMMODATIONS

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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, [royinouye@hawaii.edu](mailto:royinouye@hawaii.edu), or you may stop by Hale Kāko‘o 106 for more information.

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

## SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Kaahu Alo, Student Life Counselor & Designated Confidential\* Advocate for Students  
 Phone: (808) 235-7354  
 Email: [kaahualo@hawaii.edu](mailto:kaahualo@hawaii.edu)  
 Office: Hale ‘Ākoakoa 232  
*\*confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource  
 Phone: (808) 235-7393  
 Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
 Office: Hale Kāko‘o 101

Karla K. Silva-Park, Title IX Coordinator  
 Phone: (808) 235-7468  
 Email: [karlas@hawaii.edu](mailto:karlas@hawaii.edu)  
 Office: Hale ‘Ākoakoa 220

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

## ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121  
 Phone: 808-235-7422  
 Email: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)

**HDFS 230 CRN: 61204**  
**Spring 2021\_TR Synchronous OLS\_2:30p-3:45p**  
**TENTATIVE Schedule**

	Date		Chapter/ Reading Due	Topic	All coursework* for a chapter is due BEFORE class begins/Notes
<b>Jan</b>	T	12		Introduction	
	R	14	Chapter 1	Introduction to Development	Read Syllabus in full; Explore Laulima; Syllabus Quiz
	T	19	Chapter 1	Introduction to Development	Assignment 1.1; Chapter 1 Quiz
	R	21	Chapter 2	Theories of Development	Chapter 2 Quiz
	T	26	Chapter 2	Theories of Development	Assignment 2.1-2.3; 2.x1—2.x3
	R	28	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Chapter 3 Quiz Chapter 4 Quiz
<b>Feb</b>	T	2	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Assignment 3.x1—3.x2; Assignment 4.1—4.2
	R	4	Chapter 5	The First Two Years: Biosocial	Assignment 5.1; Chapter 5 Quiz
	T	9	Chapter 6	The First Two Years: Cognitive	Assignment 6.1; Chapter 6 Quiz
	R	11	Chapter 7	The First Two Years: Psychosocial	Assignment 7.1—7.4; Chapter 7 Quiz
	T	16	Chapter 8	Early Childhood: Biosocial	Chapter 8 Quiz
	R	18	Chapter 9	Early Childhood: Cognitive	Assignment 9.1—9.2; Chapter 9 Quiz
	T	23	Chapter 10	Early Childhood: Psychosocial	Assignment 10.1 & 10.x1; Chapter 10 Quiz
	R	25	Chapter 11	Middle Childhood: Biosocial	Chapter 11 Quiz
<b>Mar</b>	T	2	Chapter 12	Middle Childhood: Cognitive	Chapter 12 Quiz
	R	4	Chapter 13	Middle Childhood: Psychosocial	Assignment 13.1; Chapter 13 Quiz
	T	9	<i>Chapters 1-13</i>	<i>Review for Midterm</i>	<i>!!! STUDY !!!</i>
	<b>Must complete Midterm Exam BEFORE 10:00pm, ONLINE via LAULIMA; NO notes, NO collaboration</b>				
	<b>R</b>	<b>11</b>	<b>Chapters 1-13</b>	<b>MIDTERM EXAM</b>	<b>!!! STUDY !!!</b>



<b>HDFS 230 CRN: 60399</b> <b>Fall 2020_TR Synchronous OL_1:00p-2:15p</b> <b><u>TENTATIVE</u> Schedule</b>					
	Date	Chapter/ Reading Due	Topic	All coursework* for a chapter is due BEFORE class begins/Notes	
<b>Mar</b>	*****	MARCH 15 – 19	*****	SPRING BREAK	***** NO CLASS *****
	<b>T</b>	<b>23</b>	<b>MID-SEMESTER</b>	<b>VERY IMPORTANT DAY!</b>	<b>ATTENDANCE MANDATORY!</b>
	R	25	Chapter 14	Adolescence: Biosocial	Assignment 14.1—14.4; Chapter 14 Quiz
	T	30	Chapter 15	Adolescence: Cognitive	Chapter 15 Quiz
<b>Apr</b>	R	1	Chapter 16	Adolescence: Psychosocial	Chapter 16 Quiz
	T	6	Chapter 17 Chapter 20 Chapter 23	Emerging Adulthood: Biosocial Adulthood: Biosocial Late Adulthood: Biosocial	Chapter 17 Quiz; Chapter 20 Quiz; Chapter 23 Quiz
	R	8	Chapter 18	Emerging Adulthood: Cognitive	Assignment 18.1—18.2; Chapter 18 Quiz
	T	13	Chapter 19	Emerging Adulthood: Psychosocial	Assignment 19.1; Chapter 19 Quiz
	R	15	Chapter 21	Adulthood: Cognitive	Assignment 21.1; Chapter 21 Quiz
	T	20	Chapter 22	Adulthood: Psychosocial	Assignment 22.1; Chapter 22 Quiz
	R	22	Chapter 24	Late Adulthood: Cognitive	Chapter 24 Quiz
	T	27	Chapter 25	Late Adulthood: Psychosocial	Chapter 25 Quiz
	R	29	Epilogue	Death and Dying	Assignment Ep.1; Chapter Ep Quiz
<b>May</b>	T	4	<i>Chapters 14-Ep</i>	<i>Review for Final</i>	<i>!!! STUDY !!!</i>
	<b>Must complete Final Exam BEFORE 4:30pm, ONLINE VIA LAULIMA; NO notes, NO collaboration</b>				
	<b>R</b>	<b>13</b>	<b>Chapters 14-Ep</b>	<b>FINAL EXAM</b>	<b>!!! STUDY !!!</b>

\*Coursework includes

- (1) Chapter **READING** completed in your TEXTBOOK;
- (2) **ASSIGNMENTS VIDEO/ACTIVITIES** accessed in LAULIMA: RESOURCES;
- (3) **ASSIGNMENTS COMPLETED/UPLOADED** (based on Assignment Video/Activities) answered/submitted in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS;
- (4) Chapter **QUIZZES** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS;
- (5) **EXAMS** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS; and
- (6) **PRESENTATIONS** completed, uploaded to Laulima, and ready to present in class that day.



\*Coursework includes

- (1) Chapter **READING** completed in your TEXTBOOK;
- (2) **ASSIGNMENTS VIDEO/ACTIVITIES** accessed in LAULIMA: RESOURCES;
- (3) **ASSIGNMENTS COMPLETED/UPLOADED** (based on Assignment Video/Activities) answered/submitted in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS;
- (4) Chapter **QUIZZES** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS;
- (5) **EXAMS** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS; and
- (6) **PRESENTATIONS** completed, uploaded to Laulima, and ready to present in class that day.

\*\* THIS IS A COLLEGE COURSE and **REQUIRES DEDICATION TO YOUR STUDIES TO PASS** and **SUCCEED**. On average, regular 16 week courses require 8 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/TIMES. Due dates/times are DEADLINES; meaning all work should be completed and submitted **BEFORE** this time on this date. Homework assignments and chapter quizzes are due to be completed no later than the start of class on the date due; no exceptions. Start early and strive to complete your work on time. See your schedule for due dates/times specific to exams.

\*\*\*\* DEADLINES WILL BE STRICTLY ENFORCED; LATE SUBMISSIONS WILL **NOT** BE ACCEPTED. Laulima is programed to conclude quizzes and exams at the exact moment they are due. Homework assignments shut down at the moment due, ad if you have not clicked “submit” AND “finish” before the exact moment it is due, your work will be lost.

## WEEK #1:

### (1) Explore Laulima – Log in and explore your course Laulima site – No points

- Ensure your course tabs include HDFS230, with the correct CRN #; click on it.
- Note the Laulima left side menu and click on each menu link.
- Read any **Announcements** already posted and you are encouraged to check announcements weekly for important course information.
- Explore your **Syllabus** and syllabus resources.
- The **Email** function will allow you to email your instructor and fellow classmates.
- Your **Gradebook** will be updated periodically, after midterms, and just before final exams.
- **LaunchPad** is an option to allow you to access the eBook and other optional activities. This resource is available to all students for a 3-week free trial; students with an access code may access this resource for up to 6 months. An access code is included in textbooks purchased new, or can be purchased directly from the publisher.
- The **Resources** link is where you will find class lecture notes, PowerPoint slides, homework worksheets, and homework videos.
- **Assignments, Tests, and Surveys** is where you will complete Homework Assignments, Quizzes, and Exams
- **UH ONLINE Site Tutorial** is a resource provided by UH to familiarize you with Laulima.
- **ZOOM Classroom** is a direct link to our ZOOM classroom. You may also access ZOOM directly via your browser or ZOOM App. See Announcements for more details.

**HDFS230 ONLINE ASSIGNMENTS Berger10e**  
**Master List of Homework ASSIGNMENTS**

**IMPORTANT:**

- \*For all assignments, you must first read the chapter in your text. Then, reference your assignment from this list for specific completion requirements and details. Then you must Log in to LAULIMA: RESOURCES and watch any assigned videos or complete any assigned worksheets/tables/etc. After you complete the activities in LAULIMA: RESOURCES, you will log in to LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS to submit your answer to my critical thinking question and/or upload your assignment.**
- \*\*If Lulima experiences an error while you are typing your answer, once you hit *submit* you will lose your work; so, it is recommended that you type answers into a word processing program, save, then copy/paste into Lulima's "Assignments, Tests, and Surveys" to submit to your instructor.**
- \*\*\*Keep saved assignments in a file for future reference, studying, and "just in case."**
- \*\*\*\*Late assignments will not be accepted. Please see schedule for due dates/times.**
- \*\*\*\*\* Read any *Announcements* already posted. You are encouraged to check announcements weekly for important course/assignment update information.**

**FOR ASSIGNMENTS: Do your chapter reading BEFORE completing these assignments!**

- Complete each assignment according to the instructions below.
  - For critical thinking questions, you must type (or copy/paste from your word processor) your answers DIRECTLY into the assignment answer field. Do NOT try to ATTACH your answer as a word processing document. It is cumbersome and effects grading efficiency, I am unable to open certain types of files, there are often formatting issues; therefore, any answers submitted as attachments for these types of assignments will NOT be accepted or graded.
  - Some assignments (ie: tables) require it be hand written (computer models will not be accepted for these). Please either **take a picture or scan your handwritten work**. For these assignments, you may **upload the picture in common file formats (.jpeg, .pdf, .doc, etc.)**.
  - Make sure you do not write any information word for word from another source (see section on Academic Dishonesty in your syllabus).
- Submit your assignments **before the due date/time** it is due.
  - Please see schedule for due dates.
  - Late assignments are generally not be accepted.
  - Early assignments are accepted and encouraged, but may or may not be graded early.
  - Save assignments for future reference and studying.

**NOTE: Assignment Credit and Course Extra Credit**

- Each regular assignment is generally worth a maximum 10 pts, unless otherwise stated.
  - Twenty six (26) regular assignments (completed correctly and in full) x 10pts = 260 pts Assignment Credit.
- Each extra credit assignment is generally worth a maximum 5 pts; unless otherwise stated.
  - Six (6) extra credit assignments (completed correctly and in full) x 5pts = 30 pts *Overall Course EXTRA CREDIT*.
  - Extra credit can be earned up to (but not exceeding) 30 pts;
  - This is the ONLY extra credit offered for this course.
- Students must complete all regular and extra credit course assignments as necessary to acquire a maximum 290 points total.
  - 260 assignment points maximum;
  - 30 extra credit points maximum.
- Additional work, not assigned, will not be graded, but is encouraged to enhance student learning and retention.

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**Master List of Homework ASSIGNMENTS**

**CHAPTER 1 ASSIGNMENTS:**

**(1.1) Worksheet – “FAMR230 - CH 1 – HOMEWORK Worksheet” – 10 pts**

The worksheet for this assignment can be accessed in Lulima: Resources.

**Complete the worksheet according to the worksheet directions.**

For submission of worksheet answers, you may: type the answers directly into the answer field (ie: 1. T; 2. F); copy/paste the worksheet text into the answer field, and highlight or bold the correct answer (ie: **T** F 1. The science of....); or you may print the worksheet, circle your answers on the worksheet, and upload the completed worksheet (.pdf, .doc, or .jpg formats).

**CHAPTER 2 ASSIGNMENTS:**

**(2.1) Video Activity – “Ch.2 Conditioning Little Albert” – 10 pts**

The video for this assignment can be accessed in Lulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe, in detail, the process outlined in the video.
- (b) What type of conditioning is this? Explain your reasoning with examples of the process from the video.

**(2.2) Video Activity – “Ch.2 Classical and Operant Conditioning” – 10 pts**

The video for this assignment can be accessed in Lulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Compare and contrast Classical and Operant Conditioning according to the video.
- (b) Provide your own examples (not the ones from the video) of how you might use each to teach someone.

**(2.3) Table – Theoretical Perspectives – 10 pts**

Refer to information provided in your text.

**Manually (no computer models) create a simplified table of the theoretical perspectives discussed in the text:**

You may reference Table 2.5 in your text, but **simplify** each theory to include only the theoretical perspectives, and a SIMPLIFIED description of the theory. If referencing table 2.5, **add the theory of Humanism**.

For example:

Theoretical Perspective	Simplified Description
Psychoanalytic	How unconscious impulses and experiences shape our development and behaviors

**\*CHAPTER 2 EXTRA CREDIT (continued on next page):**

**(2.x1) Video Activity – “Ch. 2 Phil Zimbardo explains Classical Conditioning - Ivan Pavlov” – 5 pts**

The video for this assignment can be accessed in Lulima: Resources.

**Watch the video and briefly answer the following:**

- (a) What was Pavlov initially interested in?
- (b) According to the video, when \_\_\_\_\_ is presented alone, and a response occurs as if \_\_\_\_\_, we say \_\_\_\_\_.
- (c) According to the video, Pavlov’s work, and the work of those who followed him, led to what remarkable conclusion?

**(2.x2) Video Activity – “Ch. 2 The Office Altoid Classical Conditioning Experiment” – 5 pts**

The video for this assignment can be accessed in Lulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe the process by which Jim conditioned Dwight.
- (b) Why is this Classical Conditioning, and not Operant Conditioning?
- (c) In this example, what was the NS, UCS, UCR, CS, and CR?

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**\*CHAPTER 2 EXTRA CREDIT (cont.):**

**(2.x3) Video Activity – “Ch. 2 Positive Reinforcement - The Big Bang Theory” – 5 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe the process by which Sheldon conditioned Penny.
- (b) Why is this Operant Conditioning and not Classical Conditioning?
- (c) In this example, what was the Positive Reinforcer?
- (d) In the video, what Positive Punishment was used? On whom? For what?
- (e) What “Negative Reinforcer” did Sheldon say he could use to “train the behavior out of her before bed?”
  - i) What is likely incorrect about this statement?
  - ii) Explain why it’s incorrect; or what process could possibly determine the statement to be correct.

**CHAPTER 3 ASSIGNMENTS: No regular assignments; extra credit only**

**\*CHAPTER 3 EXTRA CREDIT:**

**(3.x1) Video Activity – “Ch. 3 Nature or Nurture - Are People Born Gay” – 5 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) According to the video, in the general population, what is the chance for any person to be gay?
- (b) If you have a gay fraternal twin, what is the chance you will be gay?
- (c) If you have a gay identical twin, what is the chance you will be gay?
- (d) In the first few weeks, development is similar. If nothing changed, we would all be born what?
- (e) 6 weeks is a critical period that may begin the development of key differences in identical twins. Why?
- (f) At 8 wks, what chemical is released in male fetuses?
- (g) According to some scientists, how might this chemical effect early brain development?

**(3.x2) Video Activity – “Ch. 3 Twins Separated at Birth” – 5 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Why do adoption studies of TWINS help us understand the impact of nature (genes) on personality?
- (b) According to the video, what did Dr. Nancy Segal find regarding the personalities of twins raised apart?
- (c) According to the video, why might twins raised apart become more alike in time?

**CHAPTER 4 ASSIGNMENTS:**

**(4.1) Table – Periods of Prenatal Development – 10 pts**

Refer to information provided in your text.

**Manually (no computer models) create a table of the Three Periods of Prenatal Development:**

For each period: Include 1) the time range, 2) the period, 3) what the organism is called, and 4) the major developmental accomplishments of each period. For example:

	Time range	Period	Organism	Developmental Accomplishments
1	0 – 2 wks	Germinal Period	Zygote	Cells replicate, differentiate, and IMPLANT into the womb.

**(4.2) Video Activity – “Ch.4 Reflexes in Newborn Babies” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe the reflexes demonstrated in the video.
- (b) In what way do premature and full-term babies differ in reflexes?
- (c) Do we retain these reflexes as we develop?

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**CHAPTER 5 ASSIGNMENTS:**

**(5.1) Critical Thinking Question – “Ch.5 The First Two Years: Biosocial Development” – 10 pts**

Refer to information provided in your text.

***Consider the following scenario:***

You take your 2 yr old toddler to his regular pediatrician for his 2 year check up. After taking the weight and height of your child, in addition to checking his vitals and general wellness, the doctor asks you if you would like to know how tall your child will be as an adult.

***Briefly answer the following:***

- (a) Is the doctor able to accurately determine your child’s adult height (within a couple inches) at just 2 years old?
- (b) If yes, how might he figure this calculation?

**CHAPTER 6 ASSIGNMENTS:**

**(6.1) Video Activity – “Ch.6 Object Permanence in Babies” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

***Watch the video and briefly answer the following:***

- (a) Describe what dad was doing in the video?
- (b) Describe how baby responded?
- (c) Did baby ever find the cucumber?
- (d) Has this child *fully acquired* the principle of object permanence?
  - (i.) Explain your rationale

**CHAPTER 7 ASSIGNMENTS (continued on next page):**

**(7.1) Video Activity – “Ch.7 Harlows Studies on Dependency in Monkeys” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

- \* While watching the video, reference Table 7.1 on page 186 in your text and consider the patterns of attachment the monkeys had to the wire mother vs. the cloth mother.

***Watch the video and briefly answer the following:***

- (a) For the wire 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.
- (b) For 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?
  - (i.) Even though he nursed on her his whole life?
  - (ii.) Even though she was the only thing in the play room that he knew/recognized?
  - (iii.) Isn’t anyone familiar better than no one at all?

**(7.2) Video Activity – “Ch.7 Secure, Insecure, Avoidant Ambivalent Attachment in Mothers Babies” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

***Watch the video and briefly answer the following:***

- (a) What attachment types did you witness in this video?
- (b) Describe the behaviors of the children for each of the attachment examples posed in this video.

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**CHAPTER 7 ASSIGNMENTS (cont.):**

**(7.3) Video Activity – “Ch.7 Bandura Bobo Doll Experiment” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe what happened in the video.
- (b) How did the children “generalize” violent behavior?
- (c) What implications might Albert Bandura’s Experiment, and the understanding of generalization, have on understanding the effect of children growing up in violent homes and neighborhoods?
- (d) What might this research contend regarding parents that proclaim, “Do as I say, not as I do?”

**(7.4) Video Activity – “Ch.7 The Strange Situation - Mary Ainsworth” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe the Strange Situation Experiment posed in this video.
- (b) Was baby Lisa presenting with signs of secure or insecure attachment? How do you know?

**CHAPTER 8 ASSIGNMENTS: None**

**CHAPTER 9 ASSIGNMENTS:**

**(9.1) Video Activity – “Ch.9 The False Belief Test-Theory of Mind” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe the False Belief Test you observed in the video.
- (b) 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?

**(9.2) Video Activity – “Ch.9 Piaget’s conservation tasks” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) There are many types of conservation. What are the four (4) types of conservation discussed in your text?
- (b) Which type of conservation does this video activity depict?
- (c) Did this child complete the conservation task correctly? Explain why or why not?
- (d) Using your understanding of conservation of number, 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:**

**(10.1) Video Activity – “Ch.10 Why Is There Homosexuality” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) According to the video, what might be an evolutionary purpose for homosexuality?
- (b) Explain why increased levels of the hormone progesterone might support this theory?
- (c) According to this theory, aside from reproduction, what other purpose might sexual behavior serve?

**\*CHAPTER 10 EXTRA CREDIT (continued on next page):**

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**\*CHAPTER 10 EXTRA CREDIT:**

**(10.x1) Video Activity – “Ch. 10 David Reimer-Dr. Money’s Transgender Experiment” – 5 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) What was Dr. Money’s Theory of gender?
- (b) How did Bruce (Brenda) react when initially told he was born a boy?
- (c) Was Dr. Money’s theory of gender correct? Explain why or why not.

**CHAPTER 11 ASSIGNMENTS: None**

**CHAPTER 12 ASSIGNMENTS: None**

**CHAPTER 13 ASSIGNMENTS:**

**(13.1) Table – Kohlberg’s Levels of Moral Reasoning – 10 pts**

Refer to information provided in your text.

**Manually (no computer models) create a table of Kohlberg’s Three Levels of Moral Reasoning:**

- 1) First, provide an example of one single “moral situation;” then,
- 2) FOR EACH OF THE THREE LEVELS, provide:
  - (a) the name of each “level,”
  - (b) the typical “age” range,
  - (c) a description of the “goal/emphasis” of each level; and,
  - (d) contrast/describe how people in each of the three levels of reasoning might “respond” to—perceive and judge—your moral situation example (don’t forget to answer “yes” or “no,” AND “why”). For Example:

Level	Age	Goal/ Emphasis	Response
Moral Situation: A classmate acquires the Midterm and offers to give me a copy. Should I cheat?			
Preconventional	2 – 9 yrs	To gain rewards or avoid punishment	Yes, because I need an “A.” No, because if I get caught I will be expelled.

**CHAPTER 14 ASSIGNMENTS (continued on next page):**

**(14.1) Video Activity – “Ch.14 Are Violent Video Games Bad For You” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Overall, the meta analysis seems to show, “Playing violent video games temporarily increases \_\_\_\_\_, desensitizes \_\_\_\_\_, and decreases \_\_\_\_\_.”
- (b) Who might be more effected by violent video games?
- (c) What is “moral disengagement?”
- (d) How does moral disengagement factor in to aggressive behaviors?

**(14.2) Video Activity – “Ch.14 Wiring the Adolescent Brain” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Describe Dr.Giedd’s research process in this video.
- (b) What did Dr. Giedd discover in the frontal cortex?
- (c) When did “we” know the first wave of cortex growth happened in previous development?
- (d) What is the second wave of production manifested by?
- (e) What does Dr. Giedd say is “still being built” in the adolescent brain?



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**CHAPTER 14 ASSIGNMENTS (cont.):**

**(14.3) Video Activity – “Ch.14 Can Violent Video Games Play a Role in Violent Behavior” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) According to Brad Bushman, “the results clearly show that playing a violent video game increases \_\_\_\_\_, and also makes people numb to \_\_\_\_\_.” “There is a link between exposure to violent media and \_\_\_\_\_.”
- (b) According to Cheryl Olsen, People confuse \_\_\_\_\_ and \_\_\_\_\_. “There is absolutely no evidence that any video game or violent movie has ever caused \_\_\_\_\_.”
- (c) According to Cheryl Olsen, “Playing violent video games is a \_\_\_\_\_ for teenagers today.”
- (d) According to Steven Tetilla, he believes the experience of playing a violent video game is different than watching one because playing is about \_\_\_\_\_; it’s a valid entertainment form—a creative forum.
- (e) Jim Steyer’s statements that, when we speak about a culture of violence in our society, [...] we are also talking about that we as a society accept \_\_\_\_\_ as part of life because we have become \_\_\_\_\_ to it, being so exposed to it in various forms of media.

**(14.4) Critical Thinking Question – Cultural Violence and Media: Tying It All Together – 10 pts**

Refer to information provided in your text and previous Ch. 14 Video Activities.

**Briefly answer the following:**

- (a) Define, **Mirror Neurons** (from Chapter 6).
- (b) Consider excerpts from “**Wiring the Adolescent Brain:**” Regarding Charlie (helping his uncle in the garage), the video states that skills he’s acquiring and practices will strengthen certain neural pathways and influence consolidation of wiring in certain parts of his brain, and not others. Dr. Geidd’s describes the pruning down phase of adolescent brain development; the “use it or lose it principle” states what?
- (c) Further consider excerpts from “**Can Violent Video Games Play a Role in Violent Behavior,**” where Jim Steyer discusses a culture of violence in our society; that we as a society accept violence as part of life because we have become numb to it being so exposed to it in various forms of media. From a Biopsychosocial perspective, connect these statements with points (a) and (b) to describe how we might be **creating** a culture that is more accepting of violence against others.
- (d) Further, explain how mirror neurons and playing violent first-person shooter games might encourage a would-be shooter that they could succeed in a real-life shooting.

**CHAPTER 15 ASSIGNMENTS: None**

**CHAPTER 16 ASSIGNMENTS: None**

**CHAPTER 17 ASSIGNMENTS: None**

**CHAPTER 18 ASSIGNMENTS (continued on next page):**

**(18.1) Table – Fowler’s Stages of Faith – 10 pts**

Refer to information provided in your text.

**(a) Manually (no computer models) create a table contrasting James Fowler’s Six Stages of Faith:**

For each stage: Include 1) Name each stage, in order, 2) Describe each stage (technically), 3) Give an example of something someone might think or say at each stage. For example:

	Stage	Description	Example
1	Intuitive-Projective Faith	Magical, illogical, imaginative, filled with fantasy, especially about the power of God and the mysteries of birth and death. Typical of children ages 3-7	When it thunders, that means the angels are bowling.

**(b) Briefly answer the following:**

- (i.) Which stage of Fowler’s Moral Development do you believe you are in?
- (ii.) Explain why you believe to be in this stage by providing an example as evidence.

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**CHAPTER 18 ASSIGNMENTS (cont.):**

**(18.2) Video Activity – “Ch. 18 Prejudice, Discrimination, and Racial Stereotyping” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) Compare and contrast the common reactions to:
  - (i) The white male actor?
  - (ii) The black male actor? and
  - (iii) The white female actress?
- (b) What differences and similarities did you notice in reactions/attitudes from white, black, male, and female pedestrians towards the actors of a different/same race and/or gender.
- (c) From your text, define **Stereotype Threat** and what cognitions/behaviors it might lead to.
- (d) Incorporating the common behaviors of the general public towards each of the actors in the video, identify common **stereotype threats** and describe how the reactions of the general public in our culture might influence those **stereotype threats** within each of the following:
  - (i) Minorities? (specifically black men);
  - (ii) White men?
  - (iii) Attractive women?

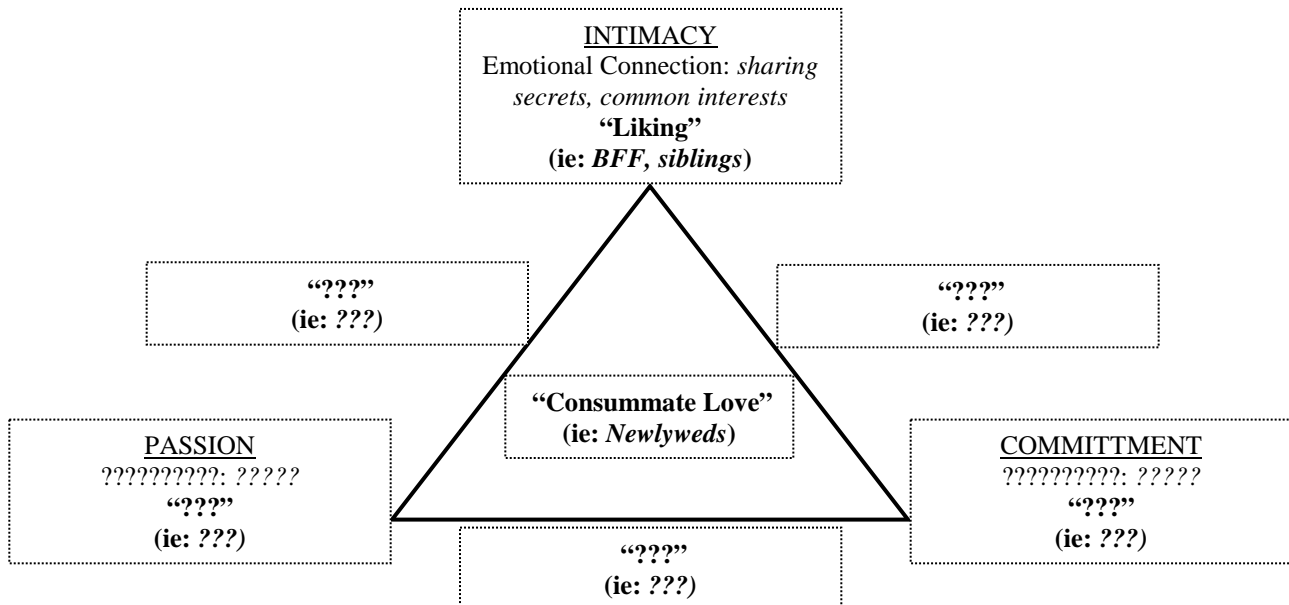
**CHAPTER 19 ASSIGNMENTS:**

**(19.1) Chart – Sternberg’s TRIANGULAR Theory of Love – 10 pts**

Refer to information provided in your text.

**Manually (no computer models) create a TRIANGLE chart contrasting Robert Sternberg’s Theory of Love:**

Include the following: (1) Describe the COMPONENTS/DIMENSIONS, and *what behaviors are expressed?* (2) For each **“Form of Love,”** include (a) form/name, (b) the corresponding dimensions—by placement into correct space, and (c) a (ie: *real life example of a relationship of this form*). See example:



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**CHAPTER 20 ASSIGNMENTS: None**

**CHAPTER 21 ASSIGNMENTS:**

**(21.1) Worksheets – “Stressed Out” and “Susceptibility to Stress” Tests – 10 pts**

You can access the worksheets via Laulima: Resources.

**Complete and score the tests, and answer the critical thinking questions below.** You do NOT need to submit the test to me, just complete and score it for reference.

- (a) Complete the "Stressed Out Test" and the "Susceptibility to Stress Test."
- (b) What were your stress and susceptibility scores? Do you feel they were accurate? Why or why not?
- (c) From your reading, how might you be affected by stress, and what coping strategies can help?

**CHAPTER 22 ASSIGNMENTS:**

**(22.1) Video Activity – “Ch.22 Ten Surprising Facts About Aging” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

**Watch the video and briefly answer the following:**

- (a) List the ten surprising facts about aging.

**CHAPTER 23 ASSIGNMENTS: None**

**CHAPTER 24 ASSIGNMENTS: None**

**CHAPTER 25 ASSIGNMENTS: None**

**CHAPTER EP ASSIGNMENTS:**

**(Ep.1) Critical Thinking Question – Kübler-Ross’ Stages of Grief– 10 pts**

Refer to information provided in your text.

**Briefly answer the following:**

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.

- (a) List each stage of grief;
- (b) Define general emotions and behaviors associated with each stage;
- (c) Describe how one might experience each of these stages when coping with the loss of a relationship (break-up) **or** college paper (computer crashes)?
  - (i.) What might one say to express their feelings during each stage?