



HDFS 230: HUMAN DEVELOPMENT
3 Credits (CRN: 63159)
ONLINE ASYNCHRONOUS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 124
OFFICE HOURS: Via ZOOM MW 11:30am – 12pm and by appointment, or anytime via email
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EFFECTIVE DATE: Fall 2022

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 Laulima—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

COURSE TASKS

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

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

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

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

a. “What I Have Learned” POSTINGS/REPLIES

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

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

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

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

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

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

Late FORUM postings and replies will NOT be accepted. Beyond the first week, chapter links in FORUMS will disappear from student view after the due date/time. Work posted in the incorrect chapter forum will not be accepted. Additionally, students will be required to submit their posts before being able to view posts from classmates; this encourages original ideas and writing.

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/RESOURCES/ASSIGNMENTS_AND_VIDEOS](#) and via LAULIMA/SYLLABUS

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.

You will first log in to LAULIMA, click on the “ASSIGNMENTS, TESTS, AND SURVEYS” link from your left side menu, and open the chapter due. The assignment description will indicate the correct “assigned” Video(s) and/or 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 completed/submitted in the [ASSIGNMENTS, TESTS, AND SURVEYS](#) section of LAULIMA by the due date. Emailed assignments or assignments submitted in another area of the Laulima site will NOT be accepted. Late assignments will not be accepted.

Additional details and feedback will be provided in [LAULIMA: ANNOUNCEMENTS](#) section.

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 eleven 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!**

C. CHAPTER QUIZZES [260 pts; 26% 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, quizzes and retakes must be completed BEFORE the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to “0;” Late quizzes will not be permitted.

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

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

Exams will be made available two weeks prior to the due date in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**. Complete 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 to achieve a desired score; however, as questions are randomly chosen from a very large database, the questions on each exam retake will differ from the previous exam questions for the same exam. Students are NOT permitted to use books or notes during the exams. These exams are timed.

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

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

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

Routine appointments are not emergencies, and should be scheduled outside of time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor BEFORE the due date, in order for the student to avoid penalty. Late exams will not be permitted.

ASSESSMENT TASKS AND GRADING

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

LEARNING RESOURCES**Required Resources:**

TEXTBOOK: Berger, K. (2019). *The Developing Person Through the Life Span*, (10th 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 9th edition of this text is adequate, as well; previous editions (8th 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.

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). 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.

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

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; or visit windward.hawaii.edu/kapiko/peer/

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

LIBRARY STUDY SERVICES: See the librarian for details https://windward.hawaii.edu/Learning_Resources/

SPEECH LAB: For help with PowerPoint and oral presentations visit Hale La‘akea 226, make an appointment through MySuccess, or visit windward.hawaii.edu/kapiko/speech/ for more information.

STUDENT TECH SUPPORT: Ka Piko Student Tech Assistants are able to assist students with Connecting to campus WiFi, WCC Computing Accounts, Printing in the Library, UH user accounts (UH username, password), MyUH Portal, STAR GPS, STAR Balance, Laulima, Navigating the WCC website, Using Google Apps (Docs, Sheets, Forms, Slides), Using Microsoft Apps (Word, PowerPoint, Excel), and Best effort support for personal devices. Contact Ka Piko Student Tech Support at winhelp@hawaii.edu or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/>

ADDITIONAL INFORMATION**MODES OF INSTRUCTION:**

This is an ASYNCHRONOUS ONLINE course. That means there is NO scheduled time to meet. Assigned readings, discussion, video activities, worksheets, and assignments, community field observations, peer teaching, online and interactive engagement, quizzes, and exams, are designed to be mutually complimentary. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will necessarily be discussed in class activities. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in all domains, and are encouraged to further research any concepts that are not fully understood.

REQUEST FOR Cr/N GRADES:

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (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.

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, royinouy@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.

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

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.

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:

Jojo Miller, UH Confidential Advocate
 Phone: (808) 348-0663
 Email: advocate@hawaii.edu
 Office: Hale Kāko'o 110

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

Karla K. Silva-Park, Title IX Coordinator
 Phone: (808) 235-7468
 Email: 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/

FALL 2022 CRN: 63159
HDFS230 ONLINE-A Schedule of Coursework*

WEEK#	ALL COURSEWORK* FOR	DUE by <i>10pm</i> THIS NIGHT
1	WEEK 1 INTRODUCTIONS (FORUMS)	AUG 26
2	CH 1 & 2	SEPT 2
3	CH 3 & 4	SEPT 9
4	CH 5 & 6	SEPT 16
5	CH 7 & 8	SEPT 23
6	CH 9 & 10	SEPT 30
7	CH 11 & 12	OCT 7
8	CH 13	OCT 14
9	MIDTERM EXAM CHs 1 - 13	OCT 21
10	CH 14 & 15	OCT 28
11	CH 16 & 17	NOV 4
12	CH 18 & 19	NOV 11
13	CH 20 & 21	NOV 18
14	CH 22 & 23	NOV 25
15	CH 24 & 25	DEC 2
16	CH Epilogue	DEC 9
17	FINAL EXAM CHs 14 - Epilogue	DEC 16

*Coursework includes

- (1) Chapter **READING** completed in your TEXTBOOK;
- (2) Weekly **FORUM POSTINGS** completed in LAULIMA: FORUMS;
- (3) Weekly **FORUM REPLIES** completed in LAULIMA: FORUMS;
- (4) **ASSIGNMENTS VIDEO/ACTIVITIES** accessed in LAULIMA: RESOURCES;
- (5) **ASSIGNMENTS COMPLETED/UPLOADED** (based on Assignment Video/Activities) answered/submitted in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS;
- (6) Chapter **QUIZZES** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS; and
- (7) **EXAMS** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS.

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

*** IF YOU PREFER TO COMPLETE WORK OVER THE WEEKEND DAYS. As opposed to weekdays, you are encouraged to complete your work early, during the weekend PRIOR TO your Friday due date.

**** DEADLINES WILL BE STRICTLY ENFORCED; LATE SUBMISSIONS WILL **NOT** BE ACCEPTED.

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.
- ***** Read any *Announcements* already posted and 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.

HDFS230 ONLINE ASSIGNMENTS Berger10e
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?

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

***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 Lulima: 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 Lulima: 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 Lulima: 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 (cont.):**

(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?

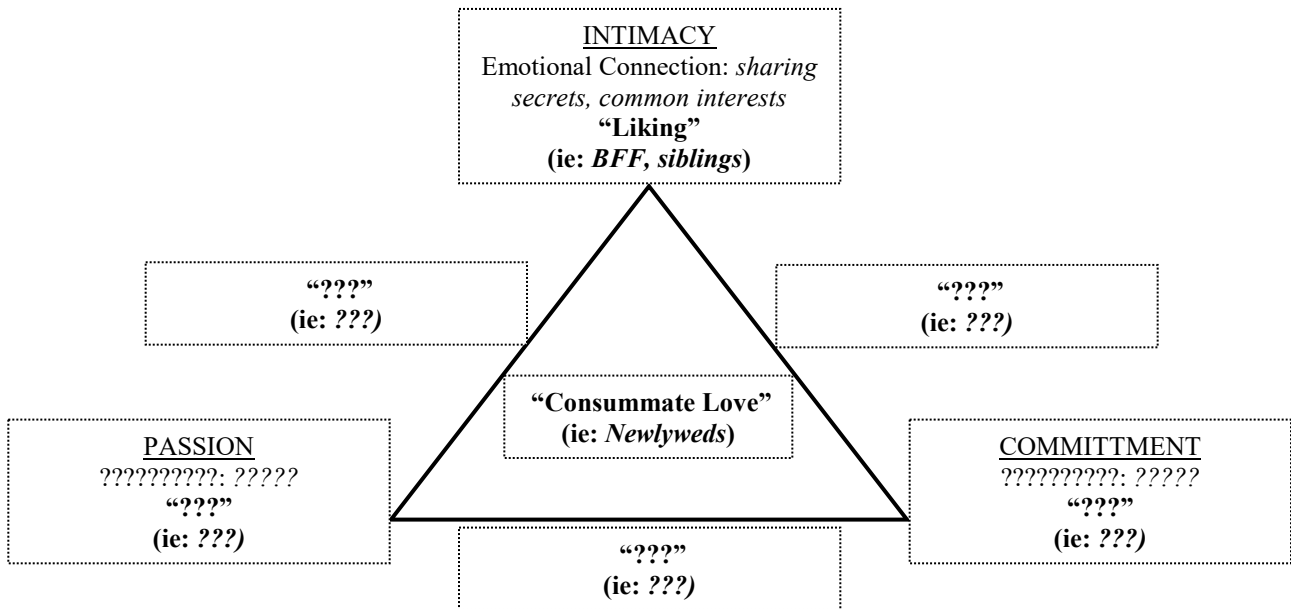
CHAPTER 19 ASSIGNMENTS:

(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 Lulima: 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 Lulima: 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?