



HDFS 230: HUMAN DEVELOPMENT
3 Credits (CRN 63479)
WCCC Classroom; MW 6:30p – 8:00p

INSTRUCTOR: Falisha Herbic, MACL

OFFICE: Na`auao 124

OFFICE HOURS: MW 12:45pm – 1:45pm; MTWR by appointment; anytime via email

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EFFECTIVE DATE: Spring 2026

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 PSY 100: Survey of Psychology.

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

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

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

COURSE CONTENT

Concepts or Topics

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

Skills or Competencies

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

COURSE TASKS

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

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

<u>EXAM</u>	<u>DATES:</u>	<u>MATERIAL</u>	<u>%/POINTS possible</u>
Midterm	See Schedule	Chapters 1-13	20%/ 200pts
Final	See Schedule	Chapters 14-26	20%/ 200pts

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

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

B. PARTICIPATION / ATTENDANCE : (20%, 200 points of total grade):

Each student will be expected to participate in lectures and activities each class. 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.

To receive credit for participation, each student will need **to be present for the entirety of the class and actively participate**. An attendance sign-in sheet will be circulated during each class. It is the student's responsibility to ensure s/he signs in every class period. Neglecting to sign in will result in "0" participation/attendance points for that class period.

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

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

D. "What I Have Learned" COURSE JOURNAL (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid students in developing a comprehensive understanding of developmental theory thru meaningful thought & real-life application, while completing a college level literary project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students must start early and work throughout the semester to complete this project. See rubric for instructions on journal requirements.

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

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

For various chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments may include completion of charts, worksheets, answering critical thinking questions, etc. Directions can be found in the List of Homework Assignments included in this syllabus.

Assignments are due at the BEGINNING OF CLASS on the date due. Due dates are listed on the course schedule, included in this syllabus. In order to answer the question(s) and get credit, you must first read the assigned chapter in your text and think critically in your answers. Unless otherwise specified, assignments are worth 10 points each.

For most assignments, you may type or hand-write your assignments; although some assignments REQUIRE them to be HAND-WRITTEN (no computer models). When hand-written, the work MUST be neat and legible or zero points will be given. Make sure your name is on each page, and turn the hardcopy in to me at the BEGINNING OF CLASS on the day that assignment is due. Late assignments will not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you.

To receive full credit, you must complete at least 10 of the 14 assignment opportunities offered to you in your list of Homework Assignments. You are only required to complete ten of the assignments offered. The additional four assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. Extra credit maxes out at 40 pts; no more than 40 pts of extra credit may be earned.

To enhance learning, students are encouraged to complete any and all activities available; however, course credit can only be given for a maximum of 200 total homework points and a maximum of 40 total extra credit points. Any additional activities are completed merely for the learning opportunities they provide.

ASSESSMENT TASKS AND GRADING

<u>Task</u>		<u>Possible Pts</u>		<u>Grade Criterion</u>
Exams (2x200)	=	400 pts		900 - 1000 points = A
Participation	=	200 pts		800-899 points = B
Quizzes	=	100 pts		700- 799 point = C
Journals	=	200 pts		600 - 699 points = D
Homework	=	100 pts		<600 points = F or N
Total	=	1000 pts		

LEARNING RESOURCES

Required Resources:

TEXTBOOK: Stassen-Berger, K. (2022). *The Developing Person Through the Life Span*, (12th ed.). New York: Worth.

CLASS CANCELLATIONS

Due to COVID-19, ACO shortage, Education staff shortage, security issues, etc., there is always a possibility that the facility could go into lockdown and/or the education center closed. If classes are ever cancelled, you will read chapters, complete homework, and do journal entries *according to your course schedule*.

Hold on to your completed homework until we return to class, then hand them in to me directly. Do NOT route them to the education center UNLESS you receive a letter from me requesting that (only in the event of a long-term lockdown; like a month or something). If classes are cancelled, your submitted work upon return will NOT be counted as “late.”

When we return to class, we will resume regular instruction and catch up quickly; so keep up with your reading/work :o)

ADDITIONAL INFORMATION

MODES OF INSTRUCTION:

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student presentations, participation, group projects, community field observations, role-playing, peer teaching, and interactive engagement. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will be discussed in class. The text, course activities, and interactive resources are mutually complementary. Students are responsible for all domains of information presented.

REQUEST FOR Cr/N GRADES:

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid-semester; see calendar for date) directly through the registrar's office.

LATE WORK:

As stated in "Course Tasks, D and E," late assignments are not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. With that said, under special circumstances and with prior approval from your instructor, late work may occasionally be accepted with a strict 50% point penalty. Your instructor reserves the right to rescind this exception at any time.

ABSENCES:

As stated in "Course Tasks, B.," 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, work, programs, disciplinary action, 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 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.

RELEASE or TRANSFER:

I realize the possibility of immediate release or transfer to another facility is possible and not within your control. If you are being released or transferred to a place you are certain has internet access and you have the ability to gain weekly access to the internet for extended periods of time, it may be possible to continue the course online. This contingency will be considered ONLY under the following conditions:

- 1) You are CERTAIN you will be able to obtain the textbook and reliable and consistent internet access within one week of transfer/ discharge;
- 2) You have already completed at least 50% of the course in the classroom;
- 3) You have already completed the midterm exam and scored a "C" or higher;
- 4) You had a "B" or higher for your mid-semester grade assessment;
- 5) You contact the instructor via email within one week of transfer/ discharge;
- 6) Any additional conditions as deemed appropriate by the instructor and/ or WCC counselor.

If any of these conditions cannot be met, it is my recommendation that your WCC counselor withdraw you from the course. It is our wish to set you up for success in your higher education goals. These conditions are in place to ensure successful completion of the course and to prevent us from inadvertently setting you up for failure.

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 speak with your WCCC education coordinator.

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:

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

Mykie E. Menor Ozoa-Aglugub, J.D.,
Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kāko‘o 109

Karen Cho,
Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ‘Alaka‘i 120

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 <https://www.hawaii.edu/titleix>

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.

HDFS-230 CRN:63479 WCCC Spr26 MW 6:30p-8:00p Tentative Schedule					
	Date		Chapter/ Reading Due	Topic	Assignment Due/Notes
Jan	M	12		Syllabus/Introduction	
	W	14	Chapter 1	The Science of Human Development	<i>Read Syllabus IN FULL!!!</i> Assignment 1.1
	M	19	HOLIDAY	WCC CLOSED! MLK DAY	NO CLASSES
	W	21	Chapter 1	The Science of Human Development	
	M	26	Chapter 2	Theories of Development	Assignment 2.1
	W	28	Chapter 2	Theories of Development	Assignment 2.2
Feb	M	2	Chapter 3 Chapter 4	The New Genetics Prenatal Development and Birth	Assignment 4.1-4.2
	W	4	Chapter 3 Chapter 4	The New Genetics Prenatal Development and Birth	Assignment
	M	9	Chapter 5	The First Two Years: Biosocial	
	W	11	Chapter 6	The First Two Years: Cognitive	Assignment 6.1
	M	16	HOLIDAY	WCC CLOSED! PRESIDENT'S DAY	NO CLASSES
	W	18	Chapter 7	The First Two Years: Psychosocial	Assignment 7.1
	M	23	Chapter 8	Early Childhood: Biosocial	
	W	25	Chapter 9	Early Childhood: Cognitive	Assignment 9.1-9.2
Mar	M	2	Chapter 10	Early Childhood: Psychosocial	
	W	4	Chapter 11	Middle Childhood: Biosocial	
	M	9	Chapter 12	Middle Childhood: Cognitive	
	W	11	Chapter 13	Middle Childhood: Psychosocial	Assignment 13.1
	M	16-20	HOLIDAY WEEK	WCC CLOSED! SPRING BREAK	NO CLASSES
	M	23	Chapters 1-13	MIDTERM EXAM	!!! STUDY !!!
	W	25	N/A	Midterm Evaluation/ Assessment	<i>[Double Attendance Day!]</i>
	M	30	Chapter 14	Adolescence: Biosocial	
Apr	W	1	Chapter 15	Adolescence: Cognitive	Assignment 15.1
	M	6	Chapter 16	Adolescence: Psychosocial	
	W	8	Chapter 17	Emerging Adulthood: Biosocial	
	M	13	Chapter 18	Emerging Adulthood: Cognitive	Assignment 18.1
	W	15	Chapter 19	Emerging Adulthood: Psychosocial	Assignment 19.1
	M	20	Chapter 20 Chapter 23	Adulthood: Biosocial Late Adulthood: Biosocial	JOURNALS DUE
	W	22	Chapter 21	Adulthood: Cognitive	
	M	27	Chapter 22	Adulthood: Psychosocial	
	W	29	Chapter 24	Late Adulthood: Cognitive	
	M	4	Chapter 25	Late Adulthood: Psychosocial	
	W	6	Chapter 26	Death and Dying	Assignment 26.1
	M	11	Chapters 14-26	FINAL EXAM	!!!STUDY!!!

HDFS 230 “What I Have Learned” Course Journal

Throughout the course, you will be writing reflection journals based on the reading for each chapter. Journal entries are divided into individual chapters. You will choose any twenty (20) chapters of the twenty-six (26) total chapters in your textbook, and reflect on the material following the requirements below:

For each chapter:

- (1) Title your entry, and include the Journal and Chapter numbers (IE: #J1/Ch.4: Happy Birthday to Me!)
- (2) Describe/Define technically, according to your source, but **summarized in your own words**, three (3) **NEW** things that you learned and found interesting; things you DID NOT know before studying the chapter;
- (3) Pick at least one of the three from above and, detail how this information will be helpful to you in the future; how you are changed because of this newfound knowledge:
 - a) How you have/might have behaved/thought without this knowledge? *versus*
 - b) How might this information change your behavior or thought process now and/or in the future?
 - c) How can you potentially use this new information in your life?
 - d) With whom?
 - e) In what type of situation(s)?
- (4) Write a minimum of 250 words for each journal entry; (approximately one page with moderate sized hand-writing);
- (5) Incorporate all journal entries in chronological order in one document, including **a cover page with your name on it**;
- (6) Chronicle a **table of contents** that includes the journal number, chapter title(s), and chapter domain(s); update it as you go;

The choice of chapters, and topics within, are your decision.

You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and your own development. Please be aware that this assignment is NOT confidential and your instructor has a “Duty to Report” any content that may be concerning, or that expresses a PREA violation—past, present, or future.

Scoring Rubric: Use the below rubric to determine if your journal entry meets all expectations and requirements. Incomplete criteria earn 0 points.

<u>Criteria:</u>	<u>Brief description:</u>	<u>Value:</u>
Format	Minimum 250 words, legible, original chapter entry	4pts
Understanding	Adequately defines/ describes three (3) new points, theories, or concepts given in the chapter	2pts
Application	Analyzes a present or future change in their behavior/ thought pattern, and applies it to the point, theory, or term given	2pts
Professionalism	Table of Contents updated; Entry titled with journal number, chapter title(s), and chapter domains(s), Neat	2pts
	TOTAL JOURNAL PTS:	10pts

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

- Complete each assignment according to the instructions below.
 - **Do NOT forget to put your NAME on your work; a penalty will be imposed on work submitted without a name.**
 - You may type, or legibly hand write (in pen), your answers to any critical thinking questions. Please include the assignment title (ie: “2.1: Classical and Operant Conditioning”) to ensure proper credit is given for each assignment.
 - Some assignments (ie: tables) **require** it be hand written. Computer models not be accepted.
- Submit your homework assignment to your instructor **at the beginning of class** on the date it is due.
 - Please see schedule for due dates.
 - Late assignments are generally not be accepted, especially on homework preassigned for class activities.
 - Early assignments are accepted but may or may not be graded early.
 - Keep returned assignments for future reference and studying.

NOTE: Homework credit and Course Extra Credit

- Each assignment is generally worth a maximum 10 pts, unless otherwise stated.
- Ten assignments (completed correctly and in full) x 10pts = 100 pts Homework Course Credit.
- Any additional assignments completed and/or assignment credit will be applied to *Overall Course EXTRA CREDIT*.
 - Extra credit can be earned up to (but not exceeding) 40 pts;
 - This is the ONLY extra credit offered for this course.
- Students may complete as many assignments as necessary to acquire a maximum 140 points total.
 - 100 homework points maximum;
 - 40 extra credit points maximum.
- Additional assignments will not be graded, but are encouraged to enhance student learning and retention.

CHAPTER 1 ASSIGNMENTS:

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

A hard copy of the worksheet is included in your student resource packet.

Complete the worksheet according to the worksheet directions.

Circle the correct answers.

- (a) Late assignments will not be accepted.
- (b) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.

CHAPTER 2 ASSIGNMENTS:

(2.1) Critical Thinking Question – “Classical and Operant Conditioning” – 10 pts

Refer to information provided in your text.

Briefly answer the following:

- (a) Compare and contrast Classical Conditioning, Operant Conditioning, and Social/Observational Learning.
- (b) Provide your own examples (not the ones from the text) and describe how you might use each to teach someone.

(2.2) Table – Theoretical Perspectives – 10 pts

Refer to information provided in your text.

Manually (no computer models) create a table of the theoretical perspectives:

You may reference Table 2.4 (pg. 62), but simplify it to include only 1) Theoretical Perspective, and 2) a simplified description of the theory. **Add Humanistic and Evolutionary Theories to your table.** For example:

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

CHAPTER 3 ASSIGNMENTS: NONE

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) Tables and Critical Thinking Question – “Newborn Reflexes” – 10 pts

Refer to information provided on page 117 of your text.

Manually (no computer models) create two tables comparing and contrasting newborn reflexes/sets, then answer the critical thinking question below:

- (1) Create a table that (a) lists the three sets of reflexes that are necessary for survival, and (b) give examples;

Reflexes Necessary for Survival	
To Maintain Oxygen Supply	Breathing Reflex; Hiccups; Sneezing; Thrashing

- (2) Create a table that (a) lists the five reflexes that signify brain state and body function, and (b) briefly describes them; then

Reflexes that aid survival, and signify brain state and body function	
Moro Reflex	Toes fan upward when stroked

- (3) **Briefly answer this critical thinking question:** Premature and full-term babies differ in reflex ability. Although all reflexes are expected to present in healthy full term babies, it is not necessarily a point of concern that reflexes often are NOT present in premature babies.

- (a) Why do you think that premature babies do not have these reflexes?
- (b) Do you think they will spontaneously appear as baby develops?
- (c) Do you think people retain these reflexes as we develop?

CHAPTER 5 ASSIGNMENTS: None

CHAPTER 6 ASSIGNMENTS:

(6.1) Critical Thinking Question – “Object Permanence in Babies” – 10 pts

Imagine the following scenario and refer to information provided in your text.

Scenario: Imagine a father showing a cucumber slice to his baby, placing the cucumber slice under a coconut shell, pausing, then lifting the shell to reveal the cucumber slice. He does this over and over and over again. Although the baby really wants the cucumber slice, when placed under the coconut shell, the baby responds as if the cucumber no longer exists. Finally, after 5 minutes and countless demonstrations, the baby reaches for the coconut shell to reveal the cucumber slice.

Briefly answer the following:

- (a) Has this child finally acquired the principle of object permanence?
 - (i.) Explain your rationale

CHAPTER 7 ASSIGNMENTS:**(7.1) Critical Thinking Question – “Bandura’s Bobo Doll Experiment” – 10 pts**

Imagine the following scenario and refer to information provided in your text.

Scenario: In Albert Bandura’s classic Bobo Doll Experiment, school-aged children were introduced to a room full of toys where they played appropriately. The children were escorted from the room to an adjacent room where they could view a “model” playing in the room. The model beat up the bobo doll. When allowed back in to the room, the children immediately went to the bobo doll and beat it up. Additionally, the children found new inventive ways to hurt the bobo doll; ways that the model never demonstrated. The children also became more attracted to violent toys like guns, proceeded to create instruments of violence out of non-violent toys (ie: using the doll baby to beat the bobo doll, and using a whiffle ball to assault the bobo doll).

Briefly answer the following:

- 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?
- What might this research contend regarding parents that proclaim, “Do as I say, not as I do?”

CHAPTER 8 ASSIGNMENTS: None**CHAPTER 9 ASSIGNMENTS:****(9.1) Critical Thinking Question – “The False Belief Test-Theory of Mind” – 10 pts**

Imagine the following scenario and refer to information provided in your text.

Scenario: In a classic research experiment demonstrating what is known as “The False Belief Test,” a child was shown a crayon box and asked what was inside. Upon opening the box, the child discovered that the crayons were replaced with candles. When the child was asked what his stuffed toy would think was in the box, he answered “candles.” This experiment is a classic example of a child that has not yet acquired Theory of Mind.

Briefly answer the following:

- Incorporating what you learned about **Egocentrism** versus **Theory of Mind** in your text, 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) Critical Thinking Question – “Piaget’s conservation tasks” – 10 pts

Refer to information provided in your text.

Briefly answer the following:

- Incorporating your understanding of **conservation** of number, how might you appease a 2 yr old who is upset because his big sister received 2 cookies, but he only got one?

CHAPTERS 10 – 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:

- First, provide an example of one single “moral situation;” then,
- FOR EACH OF THE THREE LEVELS, provide:
 - the name of each “level,”
 - the typical “age” range,
 - a description of the “goal/emphasis” of each level; and,
 - 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: None

CHAPTER 15 ASSIGNMENTS:

(15.1) Critical Thinking Question – “Prejudice, Discrimination, and Racial Stereotyping” – 10 pts

Imagine the following scenario and refer to information provided in your text.

Scenario:

Imagine you are walking through the park and you notice a youthful attractive Caucasian male attempting to break a bicycle away from the lock securing it to a parking post. Bystanders don’t seem to pay him much attention; occasionally someone asks what he is doing. Upon discovering the bike does not belong to him, they shake their heads, quietly scorn his dishonesty, and walk away.

Now imagine a youthful attractive African American male attempts to break the bicycle away from its lock, but in this case a multitude of bystanders confront him. They make verbal assumptions that he is stealing the bike, before inquiring. Upon discovering the bike does not belong to him, they raise their voice, yell explicit insults at him, verbally threaten him, take pictures and video, call the police, and physically posture towards him.

Lastly, imagine it is a youthful and attractive Caucasian female explicitly admitting to attempting to steal the bike. You witness bystanders allowing it, in some cases encouraging her to break rules, and even helping her steal the bike; the male bystanders appear to be flirting with her, and female bystanders simply remain quiet or walk away.

Briefly answer the following:

- (a) From your text, define **Stereotype Threat** and what behaviors it leads to within the stereotype recipient.
- (b) Incorporating the common behaviors of bystanders towards each of the bike lock breakers in this scenario, consider how the reactions of the general public in our culture influence **stereotype threats** within each of the following?
 - (i.) Minorities? (specifically black men)
 - (ii.) White men?
 - (iii.) Attractive women?

CHAPTER 16 ASSIGNMENTS: None

CHAPTER 17 ASSIGNMENTS: None

CHAPTER 18 ASSIGNMENTS:

(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.

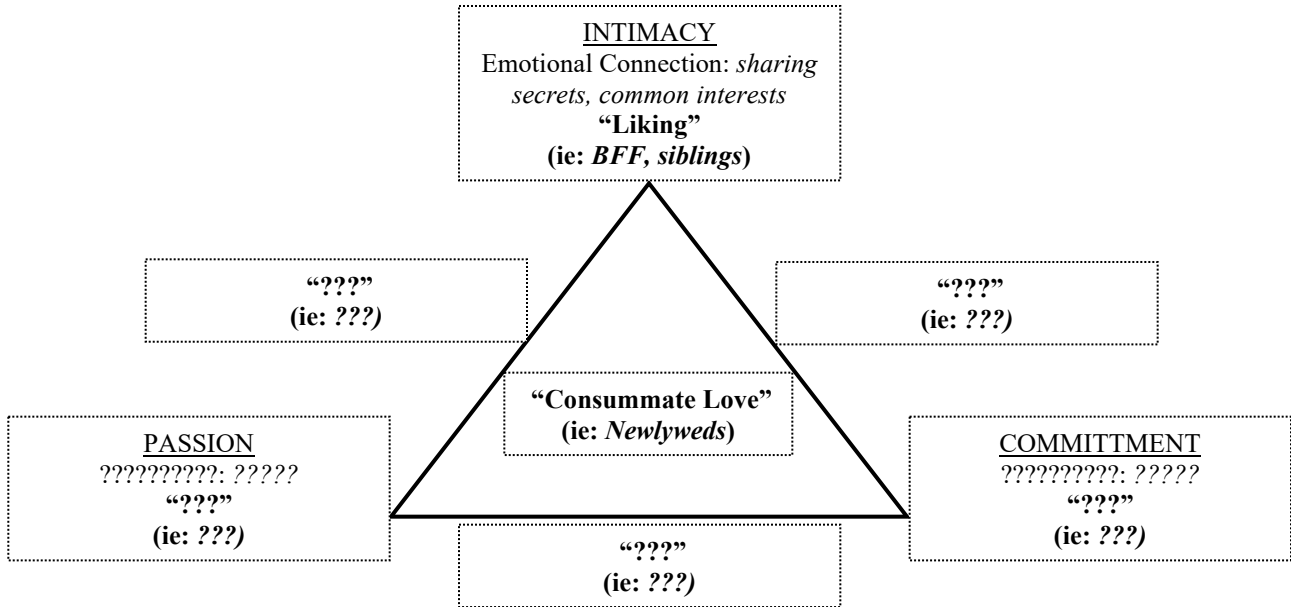
CHAPTER 19 ASSIGNMENTS:

(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:



CHAPTER 20 ASSIGNMENTS: None

CHAPTER 21 ASSIGNMENTS: None

CHAPTER 22 ASSIGNMENTS: None

CHAPTER 23 ASSIGNMENTS: None

CHAPTER 24 ASSIGNMENTS: None

CHAPTER 25 ASSIGNMENTS: None

CHAPTER 26 ASSIGNMENTS:

(26.1) 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?