Narrative
Foundational Studies Proposal
EPSY 221 – Developmental Psychology

This course provides an overview of psychological theory and research on human development throughout the lifespan, from conception to death. It covers the domains of biological/physical, cognitive, and social/emotional growth and change. It is this breadth of content that makes it a natural fit for the Foundational Studies Program, and specifically the area of the Social and Behavioral Sciences. It should also be noted that this course is currently offered exclusively in an online format.

The objectives of the course are that students who successfully complete this course will be able to: (a) Describe the developing person at different periods in the life span, in terms of their biological, cognitive, and psychological characteristics; (b) Understand and appreciate psychological theories and how they apply throughout the lifespan; (c) Understand the multiple influences on human behavior and how these influences interact; (d) Understand current and classic psychological research on development throughout the lifespan; (e) Understand and apply the basic terms and concepts of psychological theory and research on development throughout the lifespan; (f) Understand the general similarities and differences within and among people of all ages, cultures, and backgrounds; and (g) Understand and appreciate the interconnectivity between developmental psychology and other disciplines (including education, biology, sociology, anthropology, and other areas of psychology).

The course requirements are designed so that this course meets the Foundational Studies program Learning Objectives #1, 2 ,3, 6, 7, & 10, as well as all of the Social and Behavioral Sciences Learning Objectives and the Skill Applied Learning Requirements. The requirements are designed so that students: (a) Acquire basic knowledge of terminology, theory, and research relevant to the field, (b) Think critically about this knowledge, (c) Find and evaluate new information through field-specific methodologies, as well as the use of appropriate information literacy skills, (d) Explain and predict individual's behavior based on theory and research, (e) Apply their knowledge of theory and research to vignettes, contemporary social issues and real-life scenarios.

Students in this course are required to participate in weekly discussions which require them to demonstrate critical thinking skills as well as the ability to generalize and extrapolate from textual materials to vignettes, contemporary social issues, and their own life experiences.

Students also participate in a series of Group Projects, which involve a more formal writing component. For each of the three projects, students first write an individual paper, which then serves as the basis for a group response paper. The individual papers currently involve doing a naturalistic observation, finding a current article on a theory-related topic, and watching a movie. After performing the relevant task, students must write a paper addressing a number of questions to demonstrate their ability to apply their knowledge of theory, research and contextual/cultural factors to what they have seen or read. The group members then read and evaluate each other's papers, and write a group response based on the group's conclusions.

SYLLABUS

EPSY 221
Developmental Psychology
Fall 2009
Web-based course
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Virtual Office Hours: Thursday 2:00-3:00
(Collaboration area [under Communication]
on the course website)

Contact Information

Since this is a web-based course, I expect that our primary means of communication will be via email. This is also the method that will likely get you the quickest response. I will check my email every working day. You can also email me (and other students in the course by clicking on "send Email" under "Communication".

If you experience a technical malfunction, and are unable to access the Internet, call me at 812-237-7787 (office) and let me know, so that we can make appropriate accommodations. If you need technical help, you can contact the Help Desk (812-237-2910 or IT-Help@indstate.edu).

Please contact me if you have questions about the course work, assignments, or concerns about your progress in the course. Another time to make sure you contact me is in the rare event of an emergency or catastrophe in your life -- if there is a death in the family, your child is hospitalized, or your computer is struck by lightning, etc. I will try to accommodate such emergency situations within the framework of the course. You should plan for technical problems to occur – keep copies of assignments submitted, etc. **Also, don't wait until the last minute to take the online exams.**

Textbook

Our textbook will be:
        Berger, K. S. (2008). *The Developing Person through the Lifespan* (7th ed.). New York: Worth. ISBN# 0-7167-6072-X

You may request the bookstore at ISU (812-237-3500) to send you the text by mail. Alternatively, you may find it at many mass-market bookstores including internet bookstores as well as at public and university libraries.

Other Course Resources:
There are additional web resources that accompany the text for this course. The text's website: http://bcs.worthpublishers.com/bergerls7e/
 provides practice quizzes, chapter outlines, flashcards and thought questions as study aids for each chapter. This site is easy to maneuver around, so I expect you to take advantage of these resources.

This course is part of the Foundational Studies Program. As s result, you should be aware of the outcomes of both the program and of this particular course.

Learning Outcomes for the Foundational Studies Program (FSLO)
By the time you complete the Foundational Studies Program, you should be able to:
1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

This course falls under the area of Social and Behavioral Sciences. The specific learning objectives (SBSLO) for this area are:
1. Describe how individual choices and/or evolving social institutions affect human decision-making;
2. Utilize discipline-specific methodologies to predict an individual or social outcome;
3. Connect discipline-specific content and methodology to contemporary social issues; and
4. Explain how the specific discipline informs and contributes to other disciplines.

There are also a number of Skill and Applied Learning Requirements (SALR) for the Social and Behavioral Sciences area:
1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

Each of the specific learning objectives for the Social and Behavioral Science will be met by this course.

Course Description ~~and Objectives~~

This course provides an overview of psychological theory and research on development throughout the lifespan, from conception to death. Developmental psychology focuses on the changes that occur over the lifespan. It addresses every aspect of human psychology. Thus, it is fundamental to the social and behavioral sciences in that without understanding these developmental processes, it may be argued that it is impossible to understand the outcomes. That is, where a person is currently is in terms of their biosocial, cognitive, and psychosocial development, is a result of their past experiences and their past development in combination with the influences of their genes.

Developmental psychology contributes to and is contributed to by, a variety of other disciplines. Margaret Mead, an anthropologist, influenced our views on cultural relativism/universalism. William

James, a philosopher, is considered the father of American psychology. Maria Montessori, and educator, has influenced educational psychology. In return, Jean Piaget's theory of cognitive development has influenced our educational system; B. F. Skinner's theory has influenced parenting styles; social-cognitive theories have led to game theory, for which one psychologist (Daniel Kahneman) won a Nobel Prize in economics.

This course specifically focuses on imbuing students with a thorough knowledge of and ability to apply fundamental psychological theories, as a basis for their understanding. These theories introduce students to thinking in the social and behavioral sciences. Students use psychological theory throughout the semester as a lens to interpret human behavior (primarily, but not exclusively through the Group Project).

This course is of value to anyone interacting with any other person. Specifically, however, knowledge of the ways that children think and behave differently from adults is useful to those becoming parents, teachers, pediatric nurses, or practitioners in any applied field dealing with children. Knowledge of the specific challenges of the geriatric population is also of increasing value, (given the U.S.'s aging population) for those not only with elderly parents, but also those becoming nurses, therapists, or other practitioners in related fields.

<div align="center"><u>Course Objectives</u></div>

Students who successfully complete this course will be able to:

    1. Describe the developing person at different periods in the life span, in terms of their biological, cognitive, and psychological characteristics (FSLO 3; SBSLO 1, 2)

    2. Understand and appreciate psychological theories and how they apply throughout the lifespan (FSLO 1, 2; SBSLO 1, 2)

    3. Understand the multiple influences on human behavior and how these influences interact (FSLO 3; SBSLO 1, 2, 3)

    4. Understand current and classic psychological research on development throughout the lifespan (FSLO 1, 2, 3; SBSLO 1,2, 3)

    5. Understand and apply the basic terms and concepts of psychological theory and research on development throughout the lifespan (FSLO 1, 3; SBSLO 1, 2, 3)

    6. Understand the general similarities and differences within and among people of all ages, cultures, and backgrounds (FSLO 3, 6, 7; SBSLO 2)

    7. Understand and appreciate the interconnectivity between developmental psychology and other disciplines (including education, biology, sociology, anthropology, and other areas of psychology) (FSLO 3; SBSLO 4)

<div align="center">Course Policies</div>

<u>American with Disabilities Act statement</u>. "Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.
If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Students having a documented disability and desiring reasonable accommodations should contact me within the first two weeks of the semester. Please outline the accommodations, which would help you succeed in this course and further your educational goals

The Sycamore Standard. Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

I expect that all work performed in this class (including assignments, exams, and projects) will be your own. **Cheating will NOT be tolerated**. Academic dishonesty includes the use of verbatim quotations from text material or journal articles without proper attribution. **If work is found to be the effort of more than one individual (unless instructions are given to work together) or has been plagiarized, the person(s) involved will receive no points for the assignment or exam, and your program director or department chairperson and my department chairperson will be notified. If a second violation occurs, the person(s) involved will receive a failing grade in the course.** Please familiarize yourself with the Code of Student Conduct, which includes the university policies on academic integrity, and which can be found at: http://www.indstate.edu/sjp/docs/code.pdf
Academic Freedom: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."
The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.
http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

Please read the assigned chapter(s) before going to the online course material. This will enhance your understanding. The responsibility for your learning in this class is at least 50% yours. My role is to help with the process. You must keep up with the readings and assignments in order to be successful in this course. This course will require at least as much time as a "regular" course, if not more. Plan accordingly.

Please note that while this course is designed to allow you a certain degree of schedule flexibility, there are deadlines for materials to be submitted, and I will hold you to these deadlines. These are not arbitrary, but rather designed to help us all to move through the course at a similar and steady pace. Plan for technical glitches to occur, and allow yourself enough time so that if something happens, you

can still meet these deadlines. You may, of course, submit materials before these deadlines without penalty.

Course Requirements

Attendance (40 points total) -- You should think of this class as being at least the same sort of time commitment as a traditional course -- regular attendance is necessary for success. Minimally, you should be "attending" at least twice a week. This will allow you to keep up with discussion postings on a regular basis. Updates and announcements will also be posted regularly on the course site. Your attendance to the course site will be monitored, so I will know if you aren't attending. Attendance is worth 2.5 points a week for each week.

Discussions (110 points) -- (FSLO 1, 2, 6, 7, 10; SBSLO 1, 2, 3, 4; SALR 1, 3)Each student is expected to contribute to ongoing discussions about class topics posted on the course site. To that end, I expect that each student will contribute to a minimum of 11 discussions throughout the semester. Please note that there are 12 weeks of discussion topics available. **Students may only contribute to one discussion per week for regular credit**. A "contribution" consists of a thoughtful answer based on material from the text and life experiences (where relevant) to one of the questions I've posted. (See discussion instructions for more details on grading and an example of an appropriate contribution on the course site.)

Please read the assigned chapters for the week before making discussion contributions. You will have a choice of about 3 questions each week. I will monitor these discussions, but will participate only if necessary. All discussion contributions for a given week are **due by Tuesday at 11:59 PM, Eastern time.**

Makeups -- If you forget to contribute to a discussion one week, you may make it up by making contributions to **all** of the next week's discussions.

Practice Quizzes (5 points each) – (FSLO 1, 2, 3; SALR 1) There are practice quizzes on each chapter available to you on the textbook website. You must complete 20 **different** quizzes during the course of the semester. Your results on the practice quiz will not affect your grade -- you get credit just for trying the quiz. Please ensure that you have the results of your practice quiz emailed to me, so that I will have a record of your attempt. My email address to use is: Chris.MacDonald@indstate.edu

These quizzes are meant to be used as a study aid, and are for your benefit.

Exams (50 points each) -- (FSLO 1, 2, 3; SALR 1) There will be a total of 4 timed exams, each of which is to be taken closed-book, closed notes. None of the exams will be cumulative. Exams will include multiple choice questions; and are designed to test your factual and conceptual knowledge, as well as your ability to think critically. All exams will be online and can be accessed through the course site. **Exams must be completed by 11:55 P.M. Eastern time on the Tuesday of the week assigned for the exam.** Please do not wait until the last minute to take the exams. **Makeups will be allowed only in case of extreme emergency**. **Forgetting to take the exam does not constitute an "extreme emergency".**

Group Projects (150 points total) – (FSLO 1, 2, 3, 7,10; SBSLO 1, 2, 3, 4; SALR 1, 2, 3) The group project will be comprised of a number of smaller writing assignments , both individual and collaborative, which will result in a cumulative project covering most of human development. More details can be found under Group Project Guidelines.

You will be assigned to groups by me on the basis of demographic information that we'll collect at the beginning of the semester. For the Group Project, you will each be assigned a theoretical orientation that you will use as a lens to guide your interpretations throughout the semester in this series of assignments. Each member of your group will be assigned a **different** theoretical orientation. The group project will be comprised of a number of smaller writing assignments, both individual and collaborative, which will result in a cumulative project covering most of human development.

The group's ability to work together, as well as your individual contribution will be considered in determining your grade for the project. Each of you will also be allowed to grade the contributions of the other members of your group. Please note that it is very important to meet all deadlines for these projects -- **failing to do so will earn you a grade of zero for the project and your group may go on without you**.

Courtesy and civility (50 points) – This is a difficult course, so it is imperative that we create a culture of civility and "common courtesy." Electronic media allow for faster and more informal communication in a course such as this one. However, these media also make it easier for miscommunication to occur for a number of reasons: messages are typed quickly and sent without double checking the tone of the message; emotions and tone of voice are difficult to accurately convey; and informal messages may sometimes appear rude. Thus, civility and courtesy towards others, including your instructor, will count for 5% of your final grade in this course. You begin with full credit (50 points), and will lose 5 points each time there is an issue. A few guidelines to help you:

You may address me as "Dr. MacDonald", or as "Dr. M." for short. I do consider it disrespectful for students to address me as "Ms." or by my first name.

Be respectful of others in the course. Don't "flame". If a posting or an email by another student (or the instructor) upsets you, wait 24 hours before replying and think through the reply carefully. Ask for clarification or support of the other person's position to understand the context for the reply.

Reflect before you act. Consider your reply before you send it. If in doubt about the "tone" of an email message, save it, and take a second look at it before sending it.

Avoid using sarcasm.

Don't use all capitals (LIKE THIS) -- this is equivalent to shouting, and is rude.

Please know that I will respond to your email as quickly as I can, usually within 24 hours at the latest (unless a weekend or holiday is involved). So if you email me at 8 am, and haven't heard back by 11am, it is probably because I have been in meetings or otherwise have been unable to respond. I will always do my best to give you a quick response.

Grading Policies

The work in this course will be assigned the following possible numbers of possible points:

Attendance	40 points
Discussions	110 points

Practice Quizzes (20 @ 5 points each)   100 points
Exams (4 @ 50 points each)   200 points
Group Project   150 points
Courtesy/civility   50 points
TOTAL   650 points

Your final grade will be based on the following scale:
        90%+ -- >   A
        87-89% ---> B+
        80-86% ---> B
        77-79% ---> C+
        70-76% ---> C
        67-69% ---> D+
        60-67% ---> D
        Less than 60% ---> F

CLASS SCHEDULE

Note: Weeks run from Wednesday through Tuesday. All deadlines are based on Eastern time.

Week #	Dates	Topic(s)	Chapter(s)
		SECTION 1	
1	8/26-9/1	Introduction	1
2	9/2-9/8	Theories	2
		Heredity & Environment	3
		Prenatal Development & Birth	4
3	9/9-9/15	Infancy -- Biosocial Development	5
		Infancy -- Cognitive Development	6
		Infancy -- Psychosocial Development	7
4	9/16-9/22	TAKE EXAM 1	(1-7)
		SECTION 2	
5	9/23-9/29	Early Childhood -- Biosocial Development	8
		Early Childhood -- Cognitive Development	9
6	9/30-10/6	Early Childhood -- Psychosocial Development	10
		Middle Childhood -- Biosocial Development	11
7	10/7-10/13	Middle Childhood -- Cognitive Development	12
		Middle Childhood -- Psychosocial Development	13
8	10/14-10/20	TAKE EXAM 2	(8-13)
		Adolescence -- Biosocial Development	14
		SECTION 3	
9	10/21-10/27	Adolescence -- Cognitive Development	15
		Adolescence -- Psychosocial Development	16
10	10/28-11/3	Early Adulthood -- Biosocial Development	17
		Early Adulthood -- Cognitive Development	18
		Early Adulthood -- Psychosocial Development	19
11	11/4-11/10	TAKE EXAM 3	(14-19)

CLASS SCHEDULE (continued)

Week #	Dates	Topic(s)	Chapter(s)
		SECTION 4	
12	11/11-11/17	Middle Adulthood -- Biosocial Development	20
		Middle Adulthood -- Cognitive Development	21
13	11/18-11/24	Middle Adulthood -- Psychosocial Development	22
		Late Adulthood -- Biosocial Development	23
14	11/25-12/1	THANKSGIVING WEEK	
15	12/2-12/8	Late Adulthood -- Cognitive Development	24
		Late Adulthood -- Psychosocial Development	25
		Death & Dying	epilogue
16	12/9-12/15	TAKE EXAM 4	(20-25, epilogue)

Please note -- on the following days, I will not be in the office:

Monday & Tuesday, September 7-8	Labor Day
Friday, September 25	Giving a presentation in Indianapolis all day
Friday, October 9	Fall Break
Thursday & Friday, October 29-30	Out of town
Wednesday-Friday November 4-6	Out of town on an Accreditation Site Visit
Wednesday-Friday, November 25-27	Thanksgiving Break

You should not count on my having access to email on any of the above days. If you have questions or concerns, you can still email me, but I won't be able to reply to your message until I return. I will respond to any email messages as soon as I return to the office.

Discussions -- Instructions

Overview

Each student is expected to contribute to ongoing discussions about class topics posted on the course site. To that end, I expect that each student will contribute to a minimum of 11 discussions throughout the semester. Students may only contribute to **one** discussion per week for regular credit. A "contribution" consists of a thoughtful answer based on material from the text and life experiences (where relevant) to one of the questions I've posted.

Please read the assigned chapters for the week before making discussion contributions. You will have a choice of at least 2 questions per week. I will monitor these discussions, but will participate only if necessary.

The deadline for original discussion contributions each week for credit is **11:59 P.M. on Tuesday** of that week.

Makeups -- If you forget to contribute to a discussion one week, you may make it up by making contributions to **all** of the next week's discussions.

How To
You can get to the discussion board by clicking on the green button marked "Discussion Board" on the left side of the course site.

Next, click on the forum you want to contribute to (such as "Week 1"). Then you will see the topics/questions available for the week. By clicking on the name of the thread/topic (such as "poverty", you will be able to read the question. If you wish to post an answer, simply click on "reply", type your answer (or cut and paste it from Word).

When you are done, make sure to click "Submit". If you click "Save" instead, no-one will be able to see your posting (including me).

Grading

Each student is expected to contribute to a minimum of 12 discussions. Each of these contributions is worth 10 points, for a total of 120 points.

In grading your participation in class discussions, here's what I'll be looking at:
      length of the contributions -- not too brief, but don't just ramble on and on -- stick to the point
      relevance -- how grounded in course content (including material from the text) your comments are
      truth -- contributions are factually correct.
      clarity -- make sure that other readers can understand the point you are trying to make Please write in full sentences
      tone -- the tone of your comments should demonstrate respect toward those who may not agree with you.
      thoughtfulness -- level of thought put into the answer-- being able to go beyond the obvious earns more points

thoroughness -- make sure you answer all parts of the question being asked -- partial answers get only partial credit

See "Examples of Discussion Contributions" for more details.

Examples of Discussion Contributions

Note that it isn't the answer of "yes" or "no" to the question that makes these good or bad, but rather, the relevance, thoughtfulness, truth, clarity, thoroughness, and tone that count.

Question: Adolescence can be defined in many ways. Select a definition of adolescence to use in answering the following question. Is adolescence unique to humans or do other animals also experience an adolescence?

Good answer (10 points):
I would define adolescence as beginning with puberty and ending with taking on full rights and responsibilities, but also including biological changes, emotional changes, cognitive changes and social changes. I would argue that while other animals also experience some transition between a state of dependence and full maturity, that it is not a true "adolescence". Other animals do not begin to reason at the formal operational level. This point is underscored by the notion that "adolescence" is a socio-historical invention, so that not all humans in all societies across history experienced an adolescence per se, either.

O.K. answer, but too brief (8 points):
If we define adolescence as a transition from childhood to adulthood, then all animals, must by definition experience it. Animals move away from their parents, too.

Poor answer-- negative tone (3 points):
Adolescence begins with puberty and ends at adulthood. So this question is pretty stupid.

Factually incorrect and too brief answer--position not supported (0 points):
Adolescence is a period of changes and turbulence, which often lasts until your 30s or 40s. Yes, all animals have this.

Group Project Guidelines

Overview

You will be assigned to groups by me on the basis of demographic information that we'll collect at the beginning of the semester.

Rationale: As you know, this course is a Foundational Studies course in the Social and Behavioral Studies area. The Group Projects are designed to help you meet the learning objectives both of the program and of the specific area (see page 2 of the syllabus for a list of these. The specific objectives the group projects were designed to help meet are: FSLO 1, 2, 3, 7, & 10; SBSLO 1, 2, 3, & 4; and SALR 1, 2, & 3.They were not designed as busy work, but were created thoughtfully to try to engage you with textual material in interesting ways.

For the Group Project, you will each be assigned a theoretical orientation that you will use as a lens to guide your interpretations throughout the semester in this series of assignments. You are expected to become an expert in your theory. Each member of your group will be assigned a **different** theoretical orientation.

The group project will be comprised of a number of smaller writing assignments, both individual and collaborative, which will result in a cumulative project covering most of human development. Each of these papers should be submitted to me and to our group members via email.

There will be three short individual papers, each of which will cover a different phase of development. Each of these papers is followed by a collaborative group response to the individual papers. After each group response, you will have a chance to evaluate your group members' contributions to that part of the project. The group's ability to work together, as well as your individual contribution will be considered in determining your grade for the project.

Grading

Individual papers (3 x 20 points)	60 points
Group responses (3 x 20 points)	60 points
Grade by other group members(3 x 10 points)	30 points
Total	150 points

Please use Times New Roman 12–point font for all papers. It is expected that the written parts of this assignment (individual work and final group project will be written using a fairly formal writing style, double spaced, using full sentences, with correct spelling and grammar. **You will lose 1/8 of a point for each of these errors.** It may not seem like much, but these add up quickly, so be sure to proofread your papers before submitting them to me.

The individual paper grade will be based on: thoroughness (be sure to address all questions or all parts of the assignment), clarity of writing, and thoughtfulness of answers. This part should be submitted to me at the same time you submit it to your group members. Each individual paper will be worth 20 points. If you submit your paper late, you will earn you a grade of zero for the project and your group may go on without you. We will also be using Turnitin to check for academic integrity on each of these papers– more on this later.

Each member of the group will receive the same score for the <u>group response</u> grades with the exception of any members who failed to meet deadlines assigned or who failed to contribute to the group response. These grades will be based on: thoroughness (be sure to address all questions or all parts of the assignment), clarity of writing, and thoughtfulness of answers. Each group response will be worth 20 points.

<u>Peer evaluations</u>. Finally, after each group response has been completed and submitted, each of you should email me a grade for each of the other members of your group. **These grades should be on a 10-point scale**, where a grade of 1 would indicate that an individual had no contact with group members and contributed nothing to the project, and a grade of 10 would indicate that the person made valuable, appropriate and timely contributions to the project. If you do not submit your peer evaluations to me, you will be penalized 4 points from your Group Response grade.

Deadlines
> Monday, September 14 – Short Paper #1 due to me and your group members
> Wednesday, September 30 – Group Response #1 and group member evaluations due to me
> Monday, October 12 – Short Paper #2 due to me and your group members
> Wednesday, October 28 – Group Response #2 and group member evaluations due to me
> Monday, November 9 – Short Paper #3 due to me and your group members
> Tuesday, November 24 – Integrative Group Response and group member evaluations due to

me

All deadlines for these papers are 3 p.m. Eastern time on the due date.

Annotation: These projects serve as exemplars, and are currently in use. The instructor may substitute alternatives that serve the same function.

Summary of the Theories

Please note that there is information about the theories throughout the book, not just in Chapter 2, so make sure to read the sections that relate to each assignment below.

Psychoanalytic

Psychoanalytic theorists are most interested in unconscious drives as the primary motivator of human behavior. What this looks like varies depending on what stage the individual is in. Parents are important in that their responses to the child's behavior may influence the resolution of each stage. There are 2 major theorists here: Freud and Erikson. One of their theories may apply when the other does not, so make sure you read about them (pp. 35-37).

Behavioral

Behaviorists are interested in conditioning as the explanation for human behavior. They focus on what is observable about a human, and are thus not interested in unconscious motivations, emotions, or anything else that is not observable. They talk about stimuli and responses, reinforcement and punishment. They believe that all learning occurs by trial and error, combined with reinforcement and punishment. Learning via conditioning occurs in the same manner throughout a person's life, so there are no stage theories here. Parents are one source of reinforcement and punishment, but not the only source. Make sure you read more on pp. 38-40.

Social Learning

The social learning theorists are interested in reinforcement and punishment, but also believe that people can learn (and indeed do much of their learning) by watching others. When people model the behavior they have observed, then reinforcement and punishment may determine whether they continue the behavior. Social learning theorists are also willing to consider more internal aspects of a person (such as motivation, self-efficacy, and expectations), rather than just observable behavior. Again there are no stages. You should treat this theory as its own stand-alone theory, and NOT a sub-type of behaviorism. Read more on pp. 42-43.

Cognitive

The cognitive theorists are interested in the changes on how we think as we grow older. Piaget and Kohlberg are two of the major theorists in this area. Piaget, particularly, thinks that there are qualitative differences in people's ways of understanding the world as they move through the stages of cognitive development. Read more on pp. 43-45.

Epigenetic

The epigenetic theorists are interested in how one's genes and environments interact to produce the person that one becomes. For example, a child with genes that might allow him to become 6 feet tall might never reach that height if he is malnourished. A child with genes for irritability may cry more, leading to fewer smiles from and more negative interactions with the people around her, thus reinforcing the effects of the genes. Read more on pp. 49-52.

Short Paper #1
Naturalistic Observation
The First Two Years
Due Monday, September 14, 3 p.m.

<u>Independently</u>, each student should go to a local shopping mall, supermarket, playground, park, or restaurant and observe a parent with a child under 2 years of age. Do not observe someone you know. Observe a parent-child pair for a period of 5 minutes. This paper should be 2-3 pages long (double-spaced), and cover each of the areas below. Submit it to me and your group members via email.

1. Describe the physical and social context. Describe where you are, what day and time it is, and how many people you are observing. The weather and age and gender of those being observed might also be relevant. For example:

> I observed at a neighborhood play ground on Elm Street, at about 4 pm, on Monday, October 16th, with 30 children and 10 adults present.

2. Describe the specific parent-child pair who is the focus of your attention. Estimate age, gender, and so on of the target parent-child pair and anyone else who interacts with them. Do not ask the age of the child until after the observation, if at all. Your goal is to conduct a naturalistic observation that is unobtrusive. For example:

> I observed a girl, about 18 months old, in a supermarket cart pushed by a woman, about 30 years old. The cart is half full of groceries.

3. Write down everything that the child does or says in five minutes. (Use a watch with a second hand). Record gestures, facial expressions, movements, and words. Accurate reporting is the goal, and five minutes becomes a surprisingly long time if you write down everything. For example:

> Child points to a package of Frosted Flakes cereal and makes a noise (I could not hear if it was a word). Mother says nothing and pushes the cart past the cereal. Child makes a whining noise, looks at the cereal, and kicks her left foot. Mother puts pacifier in child's mouth. [And so on]

4. Interpret what you just observed. Is the child's behavior typical of children that age? How would someone of your assigned theoretical orientation interpret what you observed? Be sure to use specific concepts based on your assigned theoretical orientation, and provide evidence to support your position. Are there cultural factors that influence the

Annotation:

Here, students not only begin to use one of the fundamental ways of knowing in the social and behavioral sciences (naturalistic observation), they are required to apply core psychological theories to explain what they have observed and use this information to make predictions about the future.

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interaction that you observed?

For the questions below, answer only the question(s) that correspond to your theoretical orientation.

Psychoanalytic – What style of attachment did the child show? Provide evidence.

Behavioral – What was being taught or being learned here? How? Make sure to apply behavioral terminology.

Social Learning – What was being taught or being learned here? How? Make sure to apply social learning theory terminology.

Cognitive – Were any circular reactions in evidence? What type of a working model of relationships is the child learning from this parent?

Epigenetic – What type of temperament would you classify the child as having? Why?

5. What can you predict about the future? Based on what you observed and your theoretical orientation, what implications are there for the child's future behavior, personality or other outcomes?

Group Response #1
The First Two Years
Due Wednesday, September 30, 3 p.m.

This is a reaction paper, based on your (educated) opinions. There are not right or wrong answers. There are, however, supported arguments (with evidence behind them) and unsupported arguments. This paper should be 1-2 pages long (double-spaced). Submit the paper to me via email.

<u>As a group</u>, compare your observations of infants and write up a response to the following:

Which theoretical orientation provides the best description of the types of interactions your observed? If you were studying infants, which theoretical orientation would provide you with the most interesting perspective on this age group? You might have different answers to these 2 questions.

Short Paper #2
In the News
The Play Years, School Years, and Adolescence
Due Monday, October 12, 3 p.m.

<u>Independently</u>, each student should find a recent magazine or newspaper article that illustrates, exemplifies, or pertains to one of the developmental phenomena, processes, issues or research findings discussed in chapters 8-16 (children ages 3-18) of the text. Your article should also be relevant to your assigned theoretical orientation. So, for example, an article about attachment styles in the preteen years would be appropriate for the psychoanalytic orientation, but not for the others.

This paper should be 2-3 pages long (double-spaced), and cover each of the areas below. Submit it to me and your group members via email.

1. Give the full reference for the article in APA style. For example:

Walsh, B. (2008, June 23). It's not just genetics. *Time*, 171, 70-80.

or

McDowell, D. L. (2008, August 11). Don't confuse doing with helping.

The Indianapolis Star, p. E2.

or

Jones, K. (2007, January 8). *The influence of parental attachment on*

sexual promiscuity in college students. Retrieved from

http://www.associatedcontent.com/article

/112454/the_influence_of_parental_attachment.html?cat=4

2. Summarize the article and briefly explain the developmental phenomenon, process, issue or research finding described in item 2. That is, what topic is the article about?

3. Explain how/why the phenomenon, process, issue or research finding applies to your theoretical orientation, and evaluate how well it "fits". Make sure to apply terminology related to your theoretical orientation.

4. Pick another related field (for example, education, sociology, anthropology, nursing) and explain how the phenomenon, process, issue or research finding might be important to that field.

Annotation:

Here, students are to interpret media reports of social and behavioral science, connect them not only to core psychological theories, but also to other relevant disciplines. This is designed to help them make explicit for themselves the interconnectedness of psychology and these other disciplines.

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Topics for Short Paper #2

The hardest part of Short Paper #2 seems to be finding an appropriate topic. So, here are some possible search terms for Short Paper #2 by theory. You are NOT limited to these, as long as you can support the connection between the theory and your article. You also should be sure to read what your text has to say about the topic you choose.

Psychoanalytic: phallic stage, latency stage, genital stage, initiative, inferiority, guilt, shame, parenting styles, gender differences, , attachment, identity

Behavioral: punishment, reinforcement, discipline, gender differences, moral behavior, prosocial behavior, aggression

Social Learning: social skills, play, gender differences, moral behavior, prosocial behavior, aggression

Cognitive: preoperational, concrete operations, formal operations, egocentrism (make sure they are using it in a Piagetian sense), language learning, gender differences, , zone of proximal development, moral reasoning, metacognition, adolescent egocentrism, invincibility fable, personal fable, imaginary audience, decision making

Epigenetic: nature/nurture, genetics, environment, child abuse, foster care, gender differences, obesity, pervasive developmental disorders, attention-deficit disorders, puberty

Group Response #2
The Play Years, the School Years, and Adolescence
Due Wednesday, October 28, 3 p.m.

This is a reaction paper, based on your (educated) opinions. There are not right or wrong answers. There are, however, supported arguments (with evidence behind them) and unsupported arguments. Submit the paper to me via email.

As a group, compare your article summaries about children and write up a single page response to the following:

Which of these articles discusses the most compelling phenomenon, process, issue or research finding? Which one was the best fit to the theoretical orientation of the person who found it? [These may not be the same ones.] Are any of the phenomena, processes, issues or research findings culture specific? If so, explain this, and what might vary from culture to culture.

Short Paper #3
In the Movies
Middle and Late Adulthood
Due Monday, November 9, 3 p.m.

Each member of the group should watch a **different** movie pertaining to individuals in late adulthood. Try to choose a movie that is a good fit with your theory – if you have any questions, please email me, but don't just ask me for a list of which movies fit with your theory. If you have a few movies in mind, I can help you narrow down your choice. Please agree on which movie each member will be responsible for ahead of time, so that there are no duplicates within a group.

Appropriate movies include (but are not limited to):

The Bucket List (2008)	To Dance with the White Dog (1993)
Away From Her (2007)	Grumpy Old Men (1993)
Something's Gotta Give (2004)	Driving Miss Daisy (1989)
Bubba Ho-Tep (2004)	Batteries Not Included (1987)
About Schmidt (2002)	Foxfire (1987)
The Last of the Blonde Bombshells (2001)	Cocoon (1985)
Finding Forrester (2000)	On Golden Pond (1981)
The Unexpected Mrs. Pollifax (1999)	The Sunshine Boys (1975)
Waking Ned Devine (1998)	Harold and Maude (1971)
As Good as it Gets (1997)	The Lion in Winter (1968)

Individually, write a 3-5 page review of the movie you watched. Submit it to me and your group members via email. The review should briefly answer each of the following questions:

A. What was the name of your movie, and what year was it set in? What genre was the movie (comedy, drama, science fiction, etc.)?

B. Make sure you include a brief summary of the plot (1-2 paragraphs)

C. Regarding the main characters who are in late adulthood: What gender and ethnicity are each of them? Are they portrayed stereotypically, for example, as having dementia or as wise?

D. Are issues of death and dying dealt with? If so, how?

E. For the questions below, answer only the question(s) that correspond to your theoretical orientation.

Psychoanalytical –Where are each of the main

Annotation:

This project is designed to achieve the goals of helping students become more aware of process age-related stereotypes; as well as to use core psychological theory to interpret the behaviors portrayed on screen.

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(middle/late adult) characters in terms of Erikson's stages? How do you know?

        Behavioral– How well does behaviorism explain the middle/late adult characters' behavior? Explain, using behavioral terminology.

        Social Learning -- How well does social learning theory explain the middle/late adult characters' behavior (especially think about self-efficacy)? Explain, using social learning theory terminology.

        Cognitive – Is there any evidence of cognitive declines among main characters who are in middle or late adulthood? Are there any changes due to age in either fluid or crystallized intelligence shown?

        Epigenetic – Are the main middle/late adult characters young-old, old-old, or oldest old (refer to your text)? How can you tell? How physically active are the main characters who are in middle/late adulthood? Is there any evidence of secondary aging?

Integrative Group Response
Due Tuesday, November 24, 3 p.m.

This is a reaction paper, based on your (educated) opinions. There are not right or wrong answers. There are, however, supported arguments (with evidence behind them) and unsupported arguments. As a group, compare and contrast the views of the elderly seen in these movies and write up a 2-4 page response to the following:

Did either the time period of the movie or the genre of the movie have an impact on how late adulthood was portrayed? Which theoretical orientation - movie pairing was the best fit ? Explain.

As a group, attempt to come to consensus on [if there is not consensus, provide the majority and minority opinions on each question] and address these questions:
     Which theoretical orientation did the group find most useful in explaining behavior throughout the assignments? Explain.

     Which would you be most likely to apply in your career? Explain.
     What age group do you find most fascinating in terms of the changes that occur? Explain.

Submit the paper to me via email.

APPENDIX
Exemplar Discussion Questions
EPSY 221

<u>Chapter 1 – Introduction</u>

*Given that children are among the poorest groups in the country, and that poverty is associated with increased risks throughout the lifespan, how should we help these children and/or their families?

How is growing up in poverty in 2002 different from growing up in poverty in the 1930s or 1940s?

*Which of the research methods (observation, experiment, survey, case study) could we use to study the effect of watching TV in infancy on children's language learning? What would this study look like?
Annotation – introduction to ways of knowing in the social and behavioral sciences

<u>Chapter 2 – Theories of Development</u>

Given the following situation: Tess is 8 and Max is 14. These siblings continually fight at home. Their parents don't know how to help them get along with each other.
Which of the grand theories does the best job of explaining the situation?
What would this type of theorist say was going on?

*Given the following situation: Ted is 7. His teachers complain that he is disruptive in class, talks out of turn, and doesn't do his homework.
Which of the grand theories does the best job of explaining the situation?
What would this type of theorist say was going on?

*Identical twins (who have 100% of the same genes) have different brain structures, according to the text. What does that indicate to us about the cause(s) of such differences? What should we think when we hear that brain differences have been found between any 2 groups of people (those with schizophrenia vs. those without schizophrenia; heterosexuals vs. homosexuals; women vs. men) about what causes these groups to differ?

<u>Chapter 3 – Heredity and Environment</u>

If you knew that you were at risk for a genetic disorder, such as Alzheimer's, breast cancer, or Huntington's chorea, would you want to be tested for the gene associated with that disorder/ Why or why not? Would you want to be tested (and/or have your spouse tested before you had a child? Why or why not?

Annotation

These are meant to be examples of discussion questions which may be used. Not all of these may be used, and new ones may be written.

* = ones in use Fall 2009

Application of core psychological theory

Connects to biological sciences

*In the text it says that "the parents of one child believe in nurture, but the parents of two or more children believe in nature." What does this mean? Why might it occur? Make sure you refer to the text.

Chapter 4 -- Prenatal Development and Birth

*What should be we as a nation do about drug-addicted pregnant women? Be specific. Remember to weigh the woman's rights, as well as the potential health risks for the fetus.

Connects to sociology/ social work

How should we decide how much medical intervention should be provided to preterm/low birthweight infants? Should we spend thousands of dollars on medical procedures that may not be successful?

Chapter 5 -- 1st 2 years -- Biosocial Development

*Why do infants in our society sleep in a crib in their own room? What cultural values influence this? Make sure you refer to material from the text.

Connects to anthropology

*What can a parent do to help develop an infant's senses (vision, hearing, taste, smell, and touch)? Make sure you refer to material from the text.

Why might do some infants in the U.S., one of the wealthiest countries in the world, still experience undernutrition?

Connects to health/nursing

Chapter 6 -- 1st 2 years -- Cognitive Development

*What is your earliest childhood memory? How old were you? How can you be certain that these events really occurred? Sometimes, if we hear story enough times, we think we remember an event that we can have no memory of (that is, we can create a false memory). How can you be sure that you actually have a memory of the original events, as opposed to a memory of stories others have told you?

*Some psychologists once believed that children learn language by imitating (repeating) the correct speech of adults. What evidence (research findings) is there that language development is more complicated than this? Make sure you refer to material from the text.

Chapter 7 -- 1st 2 years -- Psychosocial Development

Ask your parents what you were like as an infant -- did you fit Thomas and Chess's dimensions of temperament: easy, difficult or slow-to warm-

up (p. 200)? Do you think these classifications are good predictors of later personality? [If you are a parent, you can also answer this based on your child's temperament.]

How much of an impact do you believe that these early years have on adult adjustment? Which of the theories in Table 2.3 (p. 64) best fits your beliefs?

Applying theory

*Read the information on p. 197-199 of the text, then answer the question. Should young children only be cared for by their mothers? Or can day care for very young children be appropriate?

Connects to education

Chapter 8 -- The Play Years -- Biosocial Development

*What do you think is the most overlooked aspect of nutrition for children in this country? Provide a rationale for your answer, based on the text. What could be done to improve awareness?

Connects to nursing/health

A three-year old boy was seriously burned when he grabbed the cord of a deep fryer full of hot oil and pulled it down on himself. What are the risk factors involved here? What could have/should have been done to prevent this injury?

*What type of prevention (primary, secondary, or tertiary) should be instigated regarding the recently publicized cases of sexual abuse by priests? Be specific, and provide your rationale.

Chapter 9 -- The Play Years -- Cognitive Development

*"Did you take a bath?" "Why? Is one missing?"
Do you think that a preschool child would find this joke to be funny? What aspects of cognitive development (including language development) support your position? You must include information from the textbook that supports your position.

Do all children have similar sets of cognitive scripts? What factors influence which events become represented as scripts? How are scripts different from memories of special events?

Chapter 10 -- The Play Years -- Psychosocial Development

What is the optimal number of children in a family (1, 2, 3, more)? Support your position, and relate it to material in the text.

*Relational aggression includes behaviors designed to damage another person's relationships, such as excluding, ignoring, and spreading rumors. At what age would you expect that this type of behavior would be most common? At what age would you think that it would be most hurtful? (These may be different answers). Explain each of your answers. Make sure you refer to material from the text.

*In an episode of "Leave It To Beaver", Beaver Cleaver is desperate to buy a cool "Eskimo" sweater that he and a buddy saw in the store window. He eventually convinces his parents that he should be allowed to buy the sweater, which he proudly wears to school. When he discovers that a girl in his class is wearing an identical sweater, he determines that it must be a "girl sweater" and does his best to "lose" the sweater that he earlier adored. How typical is this type of behavior? Which theory of gender differences do you think best explains it? Explain your answer.

Chapter 11 -- The School Years -- Biosocial Development

Why has there been such an increase in obesity among American children since 1980? What factors likely play a role? Why is childhood obesity a problem? What can be done about it?

Connects to health/nursing

*Is it a good idea to force left-handed children to use their right hands instead? Why or why not? Base your answer on information from the text.

Chapter 12 -- The School Years -- Cognitive Development

*How does culture influence moral reasoning? Give an example. Base your answer on information from the text.

Connects to anthropology

Jose' is a 5 year old whose family has just moved to Los Angeles from Mexico. He attends goes to kindergarten in a school where approximately 30% of the students' first language is Spanish. His parents are would like for Jose' to be successful in school and understand that they must all learn English. Which strategy of teaching English to non-native speakers total immersion, ESL, bilingual education, bilingual-bicultural education, or reverse immersion) do you think would be most appropriate for Jose'? Support your position.

Connects to education

Chapter 13 -- The School Years -- Psychosocial Development

*Can a parent help ensure that their child will be well-liked by their peers? If so, how? Base your answer on material from the text. Please note this question is NOT asking about "popularity".

*Think of a time when you saw or heard about someone being bullied while in school. What was the victim's response? Was it effective? If not, what type of response do you think would have been more effective?

Marisa has 2 school-aged children, John, 9, and Delia, 7. She has just gotten divorced from the children's father (Tony), and has had to move to an apartment in a less expensive neighborhood. Tony is not abusive, nor does he abuse alcohol or drugs. What can Marisa do to encourage resiliency in her children in the face of these stressful events?

Chapter 14 -- Adolescence -- Biosocial Development

*How stressful was going through puberty for you and your peers? Do you remember the person who was first to develop physically in your class? What was he or she like (BOTH physically and psychologically)? The last to develop physically? What was he or she like (BOTH physically and psychologically)? If you don't remember, don't choose this question.

*What factors may make adolescents particularly vulnerable to eating disorders (see also pp. 459-462 of the text)?

Connects to health/nursing

Chapter 15 -- Adolescence -- Cognitive Development

On p. 421, the author of the text cites another social scientist whose grandson, shortly after the Columbine school shootings, said that his principal was asking students to report any kids "dressing strangely, behaving weirdly, appear to be loners, or out of it". It is pointed out that this may only make a bad situation worse, by increasing the rejection of unpopular kids. What's a better way to handle the situation?

Connects to education

*Should teens work part-time while the go to school? Did you work while you were in high school? What were the advantages and disadvantages to you? Would you let **your** teenage children do so? Why or why not?

What cognitive factors lead adolescents to having early or unprotected sex? Are there other influences besides cognitive ones (e.g., cultural?)?

Chapter 16 --Adolescence -- Psychosocial Development

*Why is it that parent-child conflicts increase during adolescence (psychosocial, cognitive influences)? Make sure to refer to material from the text. What types of issues did you fight with your parents about when you were an adolescent? (Or what types of issues do you fight with your adolescent children about?)

*What functions does peer conformity serve for adolescents? Consider that it peaks in early adolescence and then declines throughout late adolescence. You may consider cognitive development and/or psychosocial development.

Chapter 17 -- Early Adulthood -- Biosocial Development

In in- vitro procedures, is it morally right for doctors to insert multiple embryos in the mother's womb to increase the chances of a successful implantation? Keep in mind that the mother may then have to choose between aborting one or more fetuses and carrying multiple (even 6 or 7) fetuses to term, increasing the risks to both mother and children.

Connects to health/nursing/ ethics

*Now that medical technology makes it possible for older people to become parents, what limits should be placed on its use? At what age do you think a woman is too old to become a biological mother? At what age do you think a man is too old to become a biological father? Why? Do you think the same age limits should be placed on adoptive parents? Why or why not?

The text cites a study which found that 48% of male college undergraduates and 30% of female college undergraduates have had an episode of binge drinking in the past month. The percentage for women is on the rise. What accounts for the high rates of binge drinking among college students? In particular, why are college women increasingly engaging in this risky behavior?

Chapter 18 -- Early Adulthood -- Cognitive Development

Early theorists, such as Freud, essentially believed that the important aspects of development were completed by about ages 18-20. What aspects of cognitive development show that this is not true?

*Have you known someone who cheated on an assignment or exam in college? What was their rationale for doing so? Were they justified? How does this reflect on their level of moral development (refer to text on levels of moral development)? What do you think that college professors should do to reduce the incidence of cheating?

Chapter 19 --Early Adulthood -- Psychosocial Development

*Think about your oldest friendship. How long have you known this person? What do you have in common? How are you different? How often do you see or talk to this person? On a scale from 1 to 10, how close are you? How do you think gender (yours and your friend's) may impact the length or intimacy of your friendship?

There is currently a political movement toward encouraging young people to get married (especially as an alternative to single parenthood). Do you think this is a good idea? Why or why not? What do you think will be the impact of offering tax breaks to married people? Do you think that these marriages will be successful? Why or why not?

Connects to political science

It is estimated that young people today will change careers 5-6 times and change jobs 11-15 times during their working lives. This is very different from the situation in the 1950's, when a person might expect to work for the same company for 40 years. What type of education do you think will best prepare young people for this type of future?

Chapter 20 -- Middle Adulthood -- Biosocial Development

What are some of the factors that may explain the ethnic group and gender differences in the death rates shown in Figure 20.2 (p. 558 of the text)?

*Which of the physical changes of middle adulthood do you think you would (or do) dislike most? Why? Is there anything you can do now to avoid it or cope better with it (if it is unavoidable) in the future?

Chapter 21 -- Middle Adulthood -- Cognitive Development

*The old notion was that cognitive skills generally decline from young adulthood through late adulthood. What are some of the problems with this notion? What evidence is there that this blanket statement is problematic? Base your answer on information from the text.

*What factors determine one's intelligence (especially in adulthood)? Please consider factors other than genetics. Base your answer on information from the text.

Chapter 22 -- Middle Adulthood -- Psychosocial Development

Do you see yourself as part of the "sandwich generation" either now or in the future? How will you/do you balance these demands with school, job, social life?

*In the case of divorce or single parenthood, do you think that the grandparents of a child should always have visiting rights? Why or why not? What are the potential advantages and/or disadvantages for the child? Consider these cases: 1) the grandparents are members of a different religion than the custodial parent (or are members of a cult), 2) the grandparents drink too much or use drugs, 3) the custodial parent is in hiding from an abusive spouse (and the grandparents might tell where the custodial parent is).

*Which type(s) of grandparents did you have: remote, involved, or companionate? Or none of the above? What historical or cultural factors played a role?

Chapter 23 -- Late Adulthood -- Biosocial Development

Was there any information in this chapter that came as surprise to you? What was it, and what was surprising about it?

*If you could choose, how old would you like to live to be? Why? What aspects of primary aging might affect your decision? What aspects of secondary aging might affect your decision?

Chapter 24 -- Late Adulthood -- Cognitive Development

*What is the most positive aspect of cognitive development to you during this stage? Is there something gained? Or perhaps something not necessarily lost?

Chapter 25 -- Late Adulthood -- Psychosocial Development

*How do social networks affect individuals in this stage? What characteristics of these networks promote positive psychological adjustment? Refer to the text.

Epilogue -- Death and Dying

What would you do if you were told that you had a year to live? Would it be different if you were told you only had 1 month? How so? What would you see as necessary preparations for dying? Be sure to mention financial as well as psychological preparations.

*Should physician-assisted suicide ever be allowed? If so, under what circumstances? If not, why not? Consider the case of someone who is in severe chronic pain and paralyzed.

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