CBM003 ADD/CHANGE FORM

☒ Undergraduate Council ☒New Course ☒ Course Change Core Category: <u>Soc Behv Sci</u> **Effective Fall** ~~2013~~ 2014	or	**Graduate/Professional Studies Council** ☐ New Course ☐ Course Change **Effective Fall 2013**

Approved 10/2/13

1. Department: <u>EPSY</u> College: <u>EDUC</u>

2. Faculty Contact Person: <u>Andrea Burridge</u> Telephone: <u>3-0412</u> Email: <u>aburridge@uh.edu</u>

3. Course Information on New/Revised course:
   - Instructional Area / Course Number / Long Course Title:
     <u>HDFS / 2317 / Introduction to Human Development and Intervention</u>

   RECEIVED OCT 12 2012

   - Instructional Area / Course Number / Short Course Title (30 characters max.)
     <u>HDFS / 2317 / HUMAN DEV AND INTERVENTIONS</u>

   - SCH: <u>3.00</u> Level: <u>SO</u> CIP Code: <u>19.0701.00.07</u> Lect Hrs: <u>3</u> Lab Hrs: <u>0</u>

4. Justification for adding/changing course: **To meet core curriculum requirements**

5. Was the proposed/revised course previously offered as a special topics course? ☐ Yes ☒ No
   If Yes, please complete:
   - Instructional Area / Course Number / Long Course Title:

     _____ / _____ / _____

   - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): <u>HDFS</u>
   - Does this course affect major/minor requirements in the College/Department? ☒ Yes ☐ No
   - Does this course affect major/minor requirements in other Colleges/Departments? ☒ Yes ☐ No
   - Can the course be repeated for credit? ☐ Yes ☒ No (if yes, include in course description)

7. Grade Option: <u>Letter (A, B, C ...)</u> Instruction Type: <u>lecture ONLY</u> (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
   <u>HDFS / 2317 / Human Development and Intervention</u>
   - Course ID: <u>24899</u> Effective Date (currently active row): _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
   Cr: 3. (3-0). Prerequisites: none Description (30 words max.): Multidisciplinary integration of biological, psychological, and cultural approaches to the study of life-span human development; introduction to the development-in-context approach to understanding human development; focus on applied problems related to delivery of human services.

10. Dean's Signature: _____ Date: 10/12/12
    Print/Type Name: Melissa Pierson

- Created on 9/10/2012 11:42:00 AM -

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Educational Psychology, College of Education

Person Making Request: Andrea Burridge   Telephone: 713-743-0412

Email: aburridge@uh.edu

Dean's Signature: _____   Date: 9/7/12

Course Number and Title: HDFS 2317: Human Development and Interventions

Please attach in separate documents:

       ☒ Completed CBM003 Add/Change Form with Catalog Description

       ☒ Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Explain major concepts in lifespan human development, including biological, physical, social, and cognitive development. This will include listing major developmental milestones, explaining important concepts, summarizing developmental theories, and recognizing the impact of culture on development. 2. Develop, state, and support positions relative to specific issues in human development, and evaluate counter positions relative to these issues. 3. Apply knowledge of developmental theories to educational and non-educational settings. 4. Connect content of the course to personal and social responsibility as applied to human development, including making ethical decisions and becoming aware of civic responsibility with respect to local, national, and global communities. 5. Critically analyze and interpret the research methodology and other varying approaches to the study of human development 6. Effectively communicate through writing including content, grammar, and syntax in a scholarly manner.

Component Area for which the course is being proposed (check one):

*Note: If you check the Component Area Option, you would need to also check a Foundational Component Area.

☐ Communication	☐ American History
☐ Mathematics	☐ Government/Political
Science	
☐ Language, Philosophy, & Culture	☒ Social & Behavioral Science
☐ Creative Arts	☐ Component Area Option
☐ Life & Physical Sciences	

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

      ☒ Critical Thinking   ☐ Teamwork

      ☒ Communication Skills   ☒ Social Responsibility

      ☒ Empirical & Quantitative Skills   ☐ Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:
Students interview an individual over the age of 65. They will then write a 3-5 page paper critically analyzing that person's life in terms of the developmental theories discussed in the course. The full interview paper assignment is attached.

Communication Skills:
Students interview an individual over the age of 65. They will then write a 3-5 page paper anyalzing that person's life in terms of the developmental theories discussed in the course. The papers will be graded not only in terms of anaylsis, but also in the students' ability to complete an interview and successfully summarize and communicate their finding in an academic paper. The full "Interview Paper" assignment is attached.

Students will work in small groups to research and present a celebration or ceremony that marks a significant life event from a culture of their choice (i.e., baptism, quinceanera). The group will create a 5-10 minute presentation and 1-2 page written summary to describe the ceremony and analyze how it connects to developmental theories. The paper will be graded not onlyin terms of the analysis, but in the student's ability to summarize and communicate their findings in an oral presentation. The full "Cultural Rital Presentation" assignment is attached.

Empirical & Quantitative Skills:
Throughout the semester student will take 4 exams. Selected multiple choice test items from the 1st exam and 2nd exam will be used to assess empirical and quantitative skills. See attached document for the exact test items.

Teamwork:
Click here to enter text.

Social Responsibility:
Students will work in small groups to research and present a celebration or ceremony that marks a significant life event from a culture of their choice (i.e., baptism, quinceanera). The group will create a 5-

10 minute presentation and 1-2 page written summary to describe the ceremony and analyze how it connects to developmental theories. The cultural ritual presentation and summary will be used to assess social responsibility. The full "Cultural Rital Presentation" assignment is attached.

Throughout the semester student will take 4 exams. Selected multiple choice test items from the 3rd exam will be used to assess social responsibility skills. See attached document for the exact test items.

Personal Responsibility:
Click here to enter text.

Will the syllabus vary across multiple section of the course?   ☐ Yes   ☒ No
If yes, list the assignments that will be constant across sections:
Course is presented in face-to-face, hybrid, and outline formats. Differences in syllabi are due to differences in formats.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

UNIVERSITYof **HOUSTON**

YOU ARE THE PRIDE

Introduction to Human Development and Family Studies

HDFS 2317: Introduction to Human Development and Family Studies
Course No:
Location:

Instructor:
E-mail: Office Hours:
Mailbox:

TA:
E-mail:
Office Hours:
Mailbox:

Required Texts:
- Santrock, J. W. (2012). A Topical Approach to Life-Span Development (6th Ed.). New York, NY: McGraw-Hill.
- Other required readings can be found on the Blackboard listing for this course.

Required Materials:
- You must provide your own scantrons for exams. You will need FOUR total. The form number is 4521.
- For the online course, you will need to have access to the Internet, Adobe Flash Player, Adobe Reader, and Microsoft Word.

Overview:
(3 credits) Multidisciplinary integration of biological, psychological, and cultural approaches to the study of life-span human development; introduction to the development-in-context approach to understanding human development; focus on applied problems related to delivery of human services.

APA Standards:

This course seeks to address the fourteen learner-centered principles espoused by the American Psychological Society. These principles are:

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

2. The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.

3. The successful learner can link new information and existing knowledge in meaningful ways.

4. The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

5. Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.

6. Learning is influenced by environmental factors, including culture, technology, and instructional practices.

7. What and how much is learned is influenced by the learners' motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, interests and goals, and habits of thinking.

8. The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

9. Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

10. As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.

11. Learning is influenced by social interactions, interpersonal relations, and communication with others.

12. Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.

13. Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.

14. Setting appropriate high and challenging standards and assessing the learner as well as learning progress – including diagnostic, process, and outcome assessment – are integral parts of the learning process.

Course description:

This course is designed to provide students with exposure to important facts, concepts, and principles relating to human growth and development. Although it is not assumed that all students have a background in psychology, it is assumed that students with little or no background will work independently to reach the initial level of knowledge required in the course.

The focus during this course will be on the higher levels of learning which requires that you be able to work at the levels of application, analysis, synthesis, and evaluation, rather than focusing on memory and recall. This is not to say that it will not be important that you learn basic facts relating to development. There are certain facts, definitions, etc which are crucial to the understanding of the material, but these are not the focus of the course.

Because this course considers a wide variety of theories, conceptual constructs, and explanations related to human development you will very likely encounter positions you do not necessarily agree with, and which may run counter to your views of the world. It is important that you understand a wide variety of different explanations of how humans develop, interact, and make important decisions in their lives; but the adoption of any one position or explanation is not the purpose of this course.

The presentation of material will generally follow a lecture-discussion format. You are encouraged to ask questions, seek clarification and expansion of information and to contribute to the class in other ways.

This course is designed to involve readings from the text, outside readings, class lectures and discussion, and most importantly, your own thinking! Class lectures are not intended to repeat the text to you; indeed, there are sections of the text which will be your responsibility exclusively.

Course objectives:

Students who complete this course will:

1. Explain major concepts in lifespan human development, including biological, physical, social, and cognitive development. This will include listing major developmental milestones, explaining important concepts, summarizing developmental theories, and recognizing the impact of culture on development.

2. Develop, state, and support positions relative to specific issues in human development, and evaluate counter positions relative to these issues.

3. Apply knowledge of developmental theories to educational and non-educational settings.

4. Connect content of the course to personal and social responsibility as applied to human development, including making ethical decisions and becoming aware of civic responsibility with respect to local, national, and global communities.

5. Critically analyze and interpret the research methodology and other varying approaches to the study of human development

6. Effectively communicate through writing including content, grammar, and syntax in a scholarly manner.

Class Sessions:
The following are general rules for the class:

1. It is expected that you will be courteous to others, whether to other students, the TA, or the instructor. There will be a wide range of ideas, opinions, etc. expressed during the course and any disagreement should be handled in an appropriate, professional manner.

2. It is expected that you be prepared for the upcoming week and the materials to be considered for that week.

3. For any make-up assignments, it is expected that you provide adequate documentation. Documentation needs to be presented to the instructor or TA BEFORE the assignment is due. The instructor understands there may be unforeseen emergencies. In these cases, please let the instructor or TA know as soon as possible and provide proper documentation (e.g., a police report or a hospital admissions form).

Email
Due to the online nature of this class, email is very important for communication. University classes are professional settings; therefore communications need to follow email etiquette. When emailing the instructor or TA, please use a greeting, a body, and a salutation. Use proper grammar and punctuation (i.e., no slang, do not use all capital letters, do not use emoticons). Any email that is sent to the instructor or TA that do not adhere to these guidelines will be sent back and a rewritten email will be requested before the email will be answered. For more email etiquette information, please refer to http://owl.english.purdue.edu/owl/resource/636/01/.

Please allow for at least a 48-hour turn around for replies to all emails.

Assignments
Assignments include weekly quizzes, discussion posts, and papers. All assignments are submitted online. Please make sure that you have enough time to complete all assignments.

There have been instances of problematic technology in other online classes. If this happens, please email the instructor and TA **BEFORE THE DEADLINE** to submit your work or to let them know of the problem. If possible, please take pictures or screenshots of the problem on your computer so we can try to fix the problem.

Discussion Board
The discussion board can be a useful tool to communicate with other students for this class. Besides the required discussion participation (see below), there will be other sections so that students are able to discuss with one another.

Student Requirements and Evaluation:

Discussion Participation
Students will be expected to participate in six discussions on the discussion board throughout the semester. The discussions will provide a prompt on a relevant topic from the class. Each student is required to provide a total of three responses per each discussion. One response needs to be an original thought or idea about the discussion prompt. The two other responses can be reactions or replies to other students' posts. The discussions are meant to engage students and allow expression of thoughts about the topics. *In no way should this be considered a debate on ideological or political thoughts. Please refer to the class rules on etiquette and respect.*

Discussion responses will be graded for originality and input. Each discussion is worth 10 points: 6 points for an original post, 2 points for one reply, and 2 points for a second reply. Please do not respond with just a yes or no answer (this type of response will only earn you 1 point). To gain all 10 points for discussions, you must provide insightful responses and bring in topics discussed in the book or in lecture.

Quizzes/Assignments/Reflections
Each week, students are responsible for taking the weekly quiz on Blackboard Learn. These quizzes will review the chapter(s) discussed for the week. For example, students will take the Chapter 5 quiz the week that chapter 5 is reviewed in class. This ensures students review the material previously presented in lecture. Each quiz will be 10 questions and students will have 20 minutes to take the quiz. The quizzes will be open for one week and students are required to take the quiz before Sunday at 11:59pm. Please see the class schedule for a detailed list of quizzes and dates.

Papers
- 1st Paper: See additional rubric for details.
- 2nd Paper: Interview Assignment; see additional rubric for details.

Group Presentation

There will be one group presentation during the course of the semester. Your team will be responsible for choosing a "coming of age" ceremony from a culture of your choice. Together you will research and present that ceremony and how it ties into the human development theories learned in the class. See project guidelines for more information. Presentations will take place throughout the semester during relevant topic weeks.

Examinations/Tests

There will be four examinations (including the final) during the semester, and the format for all will be a combination of multiple choice, matching, true/false, and short answer. A brief, guided review will be provided to students; however, the student is responsible for maintaining notes and preparing for examinations.

*** Examinations will be given in person. Please make note of the date and time for all exams. Exams will NOT be conducted online. If there is any scheduling problem, please let the instructor know as soon as possible.

Note: Failing to show up and take any required examination will result in a grade of zero.

Exam Rules:
- During examinations, no electronic devices of any kind will be allowed. This means cell phones, I-pods, etc. If any are found in a students' possession, that student will automatically receive a grade of "F" on the exam.
- If you need a cell phone for family or emergency reasons on the day of the exam, we will monitor the cell phone for you during the examination.
- All books, backpacks, notebooks, etc. are to be left in the front of the room during the examination.
- University of Houston ID cards will have to be presented when examinations are turned into the instructor/TA.
- If you are absent because of University commitments, it is your responsibility to notify the course instructor as soon as possible. Travel associated with sports, music, theater, etc. is normally planned well in advance- let us know prior to the examination so make-up exams can be scheduled.
- Medical excuses will only be accepted with a letter for a physician on "letter head" stationary. This letter must state the nature of the problem, length or time, and that you are/were unable to take the examination for medical reasons.

Participation in Research, CAPS Workshop, OR LSS Workshop

You must complete one hour of: Participation in research, a CAPS Food for Thought Workshops, OR a workshop at Learning Support Services. See Blackboard for more details. Sona instructions for research participation can also be found on Blackboard.

Breakdown of Grades:

Component	Points
Tests (4 total; each worth 100 pts)	400
Weekly Quizzes (12 total, each worth 10 pts)	120
Papers (2 total; each worth 50 pts)	100
Group Presentation (50 pts)	50
Discussion Participation (6 total, each worth 10 pts)	60
Participation in Research Study, a CAPS workshop, OR Learning Support Services workshop (1 hour total, worth 20 pts)	20
Total	**750**

Letter Grade	Standard Number Grade
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
F	64 or lower

Extra Credit

You may participate in one **additional** research study/CAPS workshop/LSS workshop for one point of extra credit onto your final grade. Whichever activity you choose, the duration must be one hour.

There will also be extra credit on tests.

Sona Research Participation

See Blackboard for details under the "General Course Information" page.

Blackboard Learn for Course:

This class will be entirely online using Blackboard Learn.

Registered students are loaded into Blackboard Learn course from the registration system. *Note: Blackboard Learn is different from the old Blackboard Vista.* Students who register late should allow at least 1-2 working days for their access to be enabled.

To access Blackboard Learn:
- Access UH:
  - Go to https://accessuh.uh.edu/
  - Enter your CougarNet username and password
  - Under University Services, click on Blackboard Learn 9

- o It will log you in automatically
- Blackboard Website
  - o Go to http://www.uh.edu/blackboard/
  - o Click on Blackboard Learn
  - o Use your CougarNet username and password to log in to the website
- E-Learn Website
  - o Go to https://elearning.uh.edu/
  - o Use your CougarNet username and password to log in to the website

Accommodations:

Individual accommodations can only be made upon the written recommendation of the Center for Students with Disabilities (CSD Building, Room 100). If you believe you qualify for one or more accommodations please contact the Center ASAP at 713-743-5400. Also, inform the instructor as soon as possible if you may be requesting accommodations.

Incompletes:

Students will not be allowed to take an incomplete in this course due to poor planning on their part. If you find you do have a legitimate reason for an incomplete, please talk with the instructor as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Please review the University of Houston catalog to review conditions under which an incomplete may be granted.

Academic Honesty:

The instructor will report and act on any incident of academic dishonesty. Penalties for such infractions may range from a lowered grade or failure on an exam or project, or for the class, to probation or temporary or permanent suspension from the university.

Note: Because instances of plagiarism are on the rise, papers will be submitted to Turnitin, an on-line service that compares your paper with papers previously submitted for other courses around the country and on the web. Turnitin will evaluate the extent of overlap between submitted papers and those already in their database.

All students are expected to abide by the University of Houston's Academic Honesty Policy (http://www.uh.edu/dos/hdbk/acad/achonpol.html) in all matters concerning this course. In particular, plagiarism, "representing as one's own work the work of another without acknowledging the source," whether intentional or unintentional, and cheating on tests will not be tolerated. Any infraction of academic honesty will result in a grade of F for the assignment. All students should familiarize themselves with these policies to avoid any possible misunderstandings and/or infractions.

Religious Observance Policy:

Please consult the UH website for information about the University's policies regarding religious observances at www.uh.edu/dos/hdbk/holydays.html.

Course Schedule and Deadlines

Weeks	Chapter Readings	Assignments All assignments due Sunday, 11:59pm	Presentation Topic
1	Chapter 1	Ch. 1 Quiz	Introduction/ Research Methods
2	Chapter 2 & 3	Ch. 2 & 3 Quiz Discussion #1	Biological Beginnings
3	Chapter 5	Ch. 5 Quiz	Motor, Sensory, and Perceptual Development
4	Chapter 9	Ch. 9 Quiz Discussion #2	Language Development
EXAM 1		**TBA**	
5	Chapter 6	Ch. 6 Quiz	Cognitive Development
6	Chapter 7	Ch. 7 Quiz Discussion #3	Information Processing
7	Chapter 8	Ch. 8 Quiz **PAPER 1**	Intelligence
EXAM 2		**TBA**	
8	Chapter 10 & 11	Ch. 10 & 11 Quiz	Emotional/ Personality Development
9	Chapter 12	Ch. 12 Quiz Discussion #4	Gender and Sexuality
10	Chapter 15	Ch. 15 Quiz	Peer/Family/ Cultural Influence
11	Chapter 16	Ch. 16 Quiz Discussion #5 **PAPER 2**	Schools, Achievement, and Work/Motivation
EXAM 3		**TBA**	
12	Chapter 13	Ch. 13 Quiz	Moral Development
13			**No Class This Week**
14	Chapter 17	Ch. 17 Quiz Discussion #6	Death and Dying
15		**All Participation and Extra Credit Due**	Review for Final Exam
FINAL EXAM		**TBA**	

HDFS 2317: Human Development and Interventions

Core Application Assessments

Foundational Component Area: Social and Behavior Sciences

Submitted by Dr. Andrea Burridge

9/10/2012

HDFS 2317

Assignment #2

"A Walk in Their Shoes"

Interview and Analysis of Development

Due: November 30, 2012

Required length: 4 - 5 pages

Required Format: Double spaced, 1" margins, Times New Roman font,

Microsoft Word document

During this course we have discussed multiple theories of development. The goal of this assignment is to apply this knowledge by interviewing an individual who is **65 years old or older**. I am also hoping you will appreciate a sense of shared humanity and learn something about yourself through completing this assignment.

1. Line up a face-to-face, phone, or e-mail interview with an individual who is 65 years old or older.

2. Use the following list of questions and questions you compose yourself to interview your individual. As you select and/or compose your questions keep in mind you are attempting to ascertain your individual's development according to theories/topics we have studied in our course. You will choose two theories/theories within a topic to include in your paper.

Possible theories/theories within topics:

- ❖ Emotional Development (Socio-emotional selectivity theory; Erikson; Bowlby)
- ❖ Erikson's Psychosocial Development
- ❖ Kohlberg's Moral Development
- ❖ Gender & Sexuality (gender & aging)

- ❖ Families/Parenting (grandparenting; intergenerational relationships; The Family Life Cycle)
- ❖ Sociocultural Development (social theories of aging; stereotyping of older adults; successful aging)
- ❖ Death, Dying & Grieving

Here are 20 possible questions to get you started – you do not have to use all of these, but should have at least 20 questions for your interview. Select from these **and add at least 10 of your own questions that reflect the theory/topic you are interested in investigating.**

1. Do you have any special philosophy that guides your life?
2. What is your opinion of today's youth?
3. In what ways are you a different person than you were in your 20's?
4. If you had life to live over again, what would you do differently?
5. What do you look forward to most in the future?
6. What are your goals?
7. How do you feel about old age?
8. What are some interesting things you've done in your life?
9. What have been some of the most significant events in your life? How did they influence who you are today?
10. What is the most important historical event or period that you have lived through? Did it influence you personally?
11. Do you consider yourself old? At what ages (or stage in your life) did you notice you were getting older?
12. What advice would you give young people to help them prepare for old age?
13. What is the biggest change you have seen in how people live their everyday lives?
14. What have been the best years of your life so far?
15. Have you ever experienced negative attitudes or discrimination because of your age?
16. What do you care most about?
17. What do you do with most of your time?
18. How do you feel about work (if the individual is still working) or retirement?
19. What are your goals?
20. How do your friendships compare to those during your teens and twenties? Do you have the same friends?

3. Your final paper should include: (**read carefully and make sure your paper meets all of these requirements)**

1. The list of questions you asked your individual. The ten (or more) questions you included that were not on the list should be typed in **bold** and ***italicized.***

2. A brief summary of the 2 theories/theories within a topic on which you based your questions. Be sure to explain how each theory/topic conceptualizes development.

3. A narrative that provides an analysis of the individual's development according to each theory/theory within a topic that you selected. Integrate your individual's answers into an overview of your individual's development according to the theories.

4. Included in your narrative, <u>at least three direct quotes from your individual</u>. Please type these in *italics* and **bold** the font.

5. Answers to these three questions:

- ❖ What did you learn from your interview?
- ❖ What surprised you?
- ❖ What changes (if any) have occurred in your perception of older adults? (What did you think before, and what do you think now?)

DO NOT submit just a list of questions and answers – that will significantly reduce your grade. Integrate the interview responses into your analysis.

Your response should be in paragraph form, and be well-thought-out, cohesive, and grammatically correct.

GRADING RUBRIC:

Standard	Points Possible
Student wrote effective introduction and conclusion	10
Student included required content	10
Student analyzed individuals in terms of theories	10

Student used lecture/textbook material and concepts in paper	10
Formatting/quality of writing (spelling, grammar)	10
Total	**50**

Developmental Ritual Assignment – Group presentation

HDFS 2317

Choose a celebration or ceremony related to an age or developmental stage. This ritual may come from any culture across the world. In your presentation, you will briefly describe the country and culture of origin, the meaning to the individual/s involved and to the community, and the change that the ceremony or celebration marks. You will then connect the significance of this ritual to a developmental theory or to research findings.

Your class presentation should include the following:

1) Briefly describe the culture, religion, or group or people who participate in the ceremony
2) What is the meaning to the individuals involved and to the community?
3) What is the age of the primary participants?
4) How does each individual participate in the ceremony?
5) What happens before, during, and after the ceremony? How much variation is there in the ceremony?
6) How does the status or role of the participants change after the ceremony?
7) Relate the ceremony to one developmental theory or to significant research described in your book or in class.

Your group will be responsible for a 5-10 minute presentation on your ceremony or celebration. On your presentation day, you must bring one print-out of a powerpoint used in your presentation, and a 1-2 page double-spaced summary points 1-7.

Selected Test Items- Empirical and Quantitative Skills

Test 1

1. Diana has returned to college after raising her children. She feels that her human development course overemphasizes the dramatic changes that occur from birth to adolescence and disregards the various developmental issues of adulthood. Which developmental theory might address her concerns?

   a. traditional
   b. life-span
   c. ethological
   d. ecological

   > Answer: b
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

2. Mrs. B is a 66-year-old widow in remarkably good health. She is financially comfortable and will retire soon. However, she dreads the retirement saying that she has no hobbies and no ideas about how she will structure her new abundance of time. She is experiencing difficulty with _____ age.

   a. biological
   b. cognitive
   c. chronological
   d. psychological

   > Answer: d
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

3. At the airport, 4-year-old Kelly cries, "Let me get the suitcases, Mommy!" Her mom lets her drag the bags off the luggage carousel; even though Kelly takes much longer than her mom would have taken. According to Erikson's stage theory, Kelly's mom is helping Kelly develop:

   a. trust.
   b. her identity.
   c. initiative.
   d. altruism.

   > Answer: c
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

Selected Test Items- Empirical and Quantitative Skills

Test 1

1. Diana has returned to college after raising her children. She feels that her human development course overemphasizes the dramatic changes that occur from birth to adolescence and disregards the various developmental issues of adulthood. Which developmental theory might address her concerns?

   a. traditional
   b. life-span
   c. ethological
   d. ecological

   > Answer: b
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

2. Mrs. B is a 66-year-old widow in remarkably good health. She is financially comfortable and will retire soon. However, she dreads the retirement saying that she has no hobbies and no ideas about how she will structure her new abundance of time. She is experiencing difficulty with _____ age.

   a. biological
   b. cognitive
   c. chronological
   d. psychological

   > Answer: d
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

3. At the airport, 4-year-old Kelly cries, "Let me get the suitcases, Mommy!" Her mom lets her drag the bags off the luggage carousel; even though Kelly takes much longer than her mom would have taken. According to Erikson's stage theory, Kelly's mom is helping Kelly develop:

   a. trust.
   b. her identity.
   c. initiative.
   d. altruism.

   > Answer: c
   > Bloom's Taxonomy: Application
   > Difficulty Level: Moderate

4. Melinda and Joseph both have brown eyes. Their child has blue eyes, showing that:

    a. both Melinda and Joseph are carrying a recessive gene for blue eyes.
    b. either Melinda or Joseph is carrying a recessive gene for blue eyes.
    c. both Melinda and Joseph are carrying a dominant gene for blue eyes.
    d. either Melinda or Joseph is carrying a dominant gene for blue eyes.

          Answer: a
          Bloom's Taxonomy: Application
          Difficulty Level: Moderate

5. Miri can walk quickly and run stiffly. She balances on her feet while playing with blocks on the floor and loves to stand and kick her soccer ball. Miri is likely between the ages of _____ months.

    a. 18 and 24
    b. 13 and 18
    c. 9 and 12
    d. 36 and 48

          Answer: a
          Bloom's Taxonomy: Application
          Difficulty Level: Moderate

6. Robert Fantz (1963) randomly presented face patterns, newsprint, bull's-eye patterns, or colored circles in a looking chamber and then measured how long an infant fixated on each item. What was the independent variable in this study?

    a. time the infant fixated on an item
    b. age of the infants when they could see the patterns
    c. number of items presented
    d. type of item presented (face pattern, newsprint, etc.)

          Answer: d
          Bloom's Taxonomy: Application
          Difficulty Level: Moderate

Test 2

7. Daniel is confused when his mother prompts him to say hello to a person he doesn't know, because he understands the "don't talk to strangers" rule. Daniel is in:

    a. accommodation.
    b. assimilation.
    c. equilibrium.
    d. disequilibrium.

8. Baby Dennis sees a ball on the floor. He picks it up, looks at it carefully, and then bangs it on the ground. He picks it up again, holds it over his head, and drops it. Then he picks it up and throws it. Dennis continues playing for several minutes. Dennis is in which of Piaget's sensorimotor substages?
   a. primary circular reactions
   b. secondary circular reactions
   c. coordination of secondary circular reactions
   d. tertiary circular reactions

Answer: d
Bloom's Taxonomy: Application
Difficulty Level: Moderate

9. Research shows that adults remember more events from the second and third decades of their lives than from other decades. This is known as:
   a. reminiscence bump.
   b. source memory.
   c. autobiographical memory.
   d. tip-of-the-tongue phenomenon.

Answer: a
Bloom's Taxonomy: Application
Difficulty Level: Moderate

10. Dr. Smith is conducting a research on intelligence. He gathers samples of 5, 10, 15, and 20 year old participants and compares their results on an IQ test. What type of research is Dr. Smith conducting?
   a. cross-sectional
   b. longitudinal
   c. correlational
   d. naturalistic-observation

Answer: a
Bloom's Taxonomy: Comprehension
Difficulty Level: Basic

11. Paul has an IQ of 69. He lives in his own apartment, has a job, and supports himself. He has many friends, goes bowling, and eats out often. He has no difficulty adapting to everyday life. According to the definition of mental retardation, Paul is:
    a. organically retarded.
    b. not mentally retarded.
    c. moderately retarded.
    d. severely mentally retarded.

Answer: b
Bloom's Taxonomy: Application
Difficulty Level: Moderate

Selected Test Items- Social Responsibility

Test 3

1. East Asian parents encourage their children to be emotionally _____, whereas Western parents encourage their children to be emotionally _____.
    a. unstable; stable
    b. stable; unstable
    c. reserved; expressive
    d. expressive; reserved

    Answer: c
    Bloom's Taxonomy: Application
    Difficulty Level: Basic

2. American-born youth of ethnic descent have to learn how to adapt and mesh many different worlds. This task requires considerable:
    a. possible self development.
    b. self-integration.
    c. idealism.
    d. self-consciousness.

    Answer: b
    Bloom's Taxonomy: Comprehension
    Difficulty Level: Basic

3. Juan is a college student who is more deeply reflecting on his ethnic identity and how he fits into mainstream culture. He has a diverse group of friends and is active in the campus Latino Club. Juan likely:
    a. suffers from low self-esteem and identity confusion.
    b. is militant about preserving his culture of origin.
    c. identifies both with the mainstream culture and his culture of origin.
    d. identifies with neither the mainstream culture nor his culture of origin.

    Answer: c
    Bloom's Taxonomy: Application
    Difficulty Level: Moderate

4. Which of the following is an enduring aspect of the self that includes a sense of membership in an ethnic group, along with the attitudes and feelings related to that membership?
    a. multiculturalism
    b. ethnic diffusion

c. ethnic identity

d. cultural assimilation

Answer: c

Bloom's Taxonomy: Knowledge

Difficulty Level: Basic

5. Pablo feels pressure to be a strong, independent provider. His wife, however, complains that he is not sensitive enough. Pablo is experiencing:

a. gender stereotyping.

b. role-strain.

c. role discontinuity.

d. role conflict.

Answer: b

Bloom's Taxonomy: Application

Difficulty Level: Moderate

6. Despite their positive status in the family and culture, _____ over the age of 70 are the poorest population group in the U.S.

a. African-American men

b. African-American women

c. Latinos

d. Latinas

Answer: b

Bloom's Taxonomy: Knowledge

Difficulty Level: Basic

7. In which country are adolescents most likely to conform to their peers?

a. Saudi Arabia

b. Japan

c. India

d. the United States

Answer: d

Bloom's Taxonomy: Knowledge

Difficulty Level: Basic

8. When asked who he is, Lee responds that he is a member of the Chaiox family, belongs to the chess club, and is on the soccer team. What type of perspective does this represent?

a. efficacious

b. ethnic

c. individualistic

d. collectivistic

Answer: d

Bloom's Taxonomy: Application

9. Eddie's childhood is marked with persistent and long-standing poverty. He is most likely exposed to which of the following?
    a. environmental toxins
    b. family turmoil
    c. exposure to violence
    d. all of these

          Answer: d
          Bloom's Taxonomy: Application
          Difficulty Level: Moderate

10. In research studies, many differences that are found among ethnic groups (African Americans, Whites, Latinos, etc.) are really due to differences in:
    a. race.
    b. degree of individualism versus collectivism.
    c. cultural mores.
    d. socioeconomic level.

          Answer: d
          Bloom's Taxonomy: Comprehension
          Difficulty Level: Basic

11. Although Kiesha lives in an affluent suburb with parents who are white-collar professionals, she still feels the stress of being an ethnic minority in America because:
    a. ethnic groups have been assimilated in the American experience.
    b. the rites of passage differ among different ethnic groups in America.
    c. many universals of adolescent development are determined by one's race and genes.
    d. stereotypes and prejudice are pervasive in the United States and cut across economic levels.

          Answer: d
          Bloom's Taxonomy: Application
          Difficulty Level: Moderate