



PSYC141: Developmental Psychology

Course Syllabus

Course Description

An overview of physical, cognitive, psychosocial, and moral development of humankind from prenatal life through old age. This class should be taken early in the student's training as it is prerequisite to many other courses.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Analyze the elements of human development through the lens of Scripture.
2. Identify and discuss key developmental theories and concepts.
3. Describe how biological, social, and psychological development processes impact individuals across their lifespan.
4. Apply developmental concepts to situations occurring in everyday life.
5. Develop oral, visual, and written content of developmental concepts.
6. Summarize and evaluate research findings relevant to developmental psychology.
7. Evaluate your own development in light of concepts discussed.
8. Apply concepts and observations learned in one's personal life and chosen field of study.

Course Materials

Required Material(s)

Students must purchase:

Berger, K. S., (2016). Invitation to the life span (3rd ed.). New York, NY: Worth Publishers, Macmillan Learning. ISBN 978-1-319-01588-6

All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). For each Discussion Question, you must post at least **3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 23:59 PST. No credit will be given for late discussion posts after this time.

Each discussion question is worth a maximum of 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services
(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	25%
Weekly Assignments	30%
Weekly Quizzes	20%
Exam	25%
TOTAL:	100%

Course Outline

Week 1	Details	Due	Demand Hours	Course Outcomes
Topics and Learning Objectives	Weekly Topic <ul style="list-style-type: none"> The Science of Human Development From Conception to Birth <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Explain how the study of people can be considered a science. Describe why each person is unique, changing day to day, and how genes affect each individual Compare and contrast the major theories of human development. Discuss how serious birth disorders can be avoided 			
Reading Assignments	Read <ul style="list-style-type: none"> Berger, <i>Invitation to the life-span</i>. Chapters 1 & 2 Psychology as a Science. https://www.simplypsychology.org/science-psychology.html Child Development Theories and Examples. https://www.verywellmind.com/child-development-theories-2795068 Commit to Healthy Choices to Help Prevent Birth Defects. https://www.cdc.gov/ncbddd/birthdefects/prevention.html 		5 Hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 1 Lecture Chapter 2 Lecture Other <ul style="list-style-type: none"> Temperament, heredity, and genes https://www.khanacademy.org/test-prep/mcat/behavior/behavior-and-genetics/v/temperment-heredity-genes Birth Defects – What Causes Birth Defects? https://www.youtube.com/embed/10VbvjdcaXA 		1.5 Hours	

Optional Resources (in Supplemental Materials link)	Review <ul style="list-style-type: none"> Postpartum Depression https://www.mayoclinic.org/diseases-conditions/postpartum-depression/symptoms-causes/syc-20376617 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Maslow's Hierarchy of Needs Abraham Maslow is one of the founders of the humanism theory of development. Reread about humanism on pages 32-33 and study Maslow's Hierarchy of Needs in Figure 1.11. <ul style="list-style-type: none"> Do you think this is a valid theory and why? Are there biblical principles that would fit into this hierarchy? How could this concept be used if you were working with a homeless population? 	See <i>Discussion Guidelines</i>	3 Hours	
Chapter 1 Assignment	Write <p>Assignment parameters:</p> <ul style="list-style-type: none"> APA format 2-3 pages Title page – not included in the page count No abstract needed Cite sources within your text Resource page – not included in the page count Referring to the textbook and other reading/watching material is very important. Please use the questions as headers for each of the answers. 	23:59PT on Sunday at the end of week 1	3.5 Hours	

	<p>Five major theories of human development are described, compared, and evaluated in this section. These are the psychoanalytic theories of Freud and Erikson; the behaviorism of Pavlov and Skinner and the social learning theory of Bandura; humanism and evolutionary theory; Piaget's cognitive theory; and Vygotsky's sociocultural theory. Although each theory is too restricted to account solely for the tremendous diversity in human development, each has made an important contribution to developmental psychology. To help clarify your understanding of the major developmental theories, this exercise asks you to focus on the similar, contradictory, and complementary aspects of the five theories.</p> <ol style="list-style-type: none"> 1. Which of the major developmental theories are stage theories? Which are not? 2. Which theories emphasize individual conscious organization of experience? Unconscious urges? Observable behavior? The interaction of nature and nurture? 3. Which theories emphasize the impact of early experience on development? 4. How does each theory view the child? 5. How do the theories view adult development? 6. Do the theories use the same methodology? How does each make use of the scientific method? 7. Which theories have been criticized for being too subjective? too mechanistic? too deterministic? for neglecting the role of biological maturation in guiding development? 			
Chapter 2 Assignment	<p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed <p>Build a Webliography: Searching the Web has become our number one resource for finding information. The internet is full of empirically and medically sound information and advice for prospective parents. Find two websites related to each of the topics listed below. These sites should provide reliable information and possibly</p>	<p>23:59 PT on Sunday, at the end of Week 1</p>	<p>3.5 Hours</p>	

	<p>photographs, graphs, tables, and charts that are helpful in learning about these topics.</p> <ul style="list-style-type: none"> Your Webliography will look very similar to a bibliography and should include: <ul style="list-style-type: none"> Subject title The web address and date accessed A statement about the audience for whom the site was designed A 2-3 sentence summary and evaluation of the site Topics and possible things to look for: <ul style="list-style-type: none"> Options for becoming a parent – Not all couples are able to have biological children, what are their other options. Prenatal care – How should a women take care of herself before and during pregnancy? Genetics and/or Genetic Testing – How do genetics play into who we are? We kinds of genetic testing can be done. What is a geneticist and what do they do? What does it take to be a geneticist? Birthing Options – Not all pregnant women give birth in a hospital, what other options are there? What do these options involve? Are they medically safe? Birth defects – Sites that give information about the types of birth defects, can they be avoided and how, Foundations that help conduct/fund research and/or help families who have children with birth defects. 			
Quiz	<p>Quiz</p> <p>Study and Complete</p> <p>The Science of Human Development & Conception to Birth</p> <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. 		3 Hours	

	<ul style="list-style-type: none"> Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 			
		TOTAL HOURS FOR THE WEEK:	19.5 Hours	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Topics and Learning Objectives	Weekly Topic <ul style="list-style-type: none"> The First Two Years <ul style="list-style-type: none"> Body and Mind The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of brain development, structure, and function. Research the issues involved in healthy growth of infants and toddlers Explain language development of infants and toddlers Assess the issue of nature versus nurture in the development of temperament Differentiate between the different attachment patterns. 			
Reading Assignments	Read <ul style="list-style-type: none"> Berger, <i>Invitation to the life-span</i>. Chapters 3 & 4 Building a Secure Attachment Bond with Your Baby https://www.helpguide.org/articles/parenting-family/building-a-secure-attachment-bond-with-your-baby.htm 		4.5 Hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 3 Lecture Chapter 4 Lecture Other <ul style="list-style-type: none"> Baby Milestones: Motor Development. https://www.youtube.com/embed/G5wWVNYLBVk How Much Sleep Does Your Child Need. https://www.youtube.com/embed/1t9uApeAhm8 How Brains are Built. https://www.youtube.com/embed/LmVWOe1ky8s Stimulating a Baby's Sensory Development. 		2 Hours	

	<p>https://www.youtube.com/embed/6jMEFj-V6ik</p> <ul style="list-style-type: none"> ○ Newborn Reflexes. https://www.youtube.com/embed/_JVINnp7NZ0 ○ Motor Development. http://ezproxy.jessup.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=103072&xtid=8456 ○ Baby & Toddler Milestones: Social Engagement and Language https://www.youtube.com/embed/pZSjm0drIGM ○ Attachment Theory – Understanding the Essential Bond. https://www.youtube.com/embed/kwxjfuPIArY 			
Optional Resources (in Supplemental Materials link)	<p>Readings</p> <ul style="list-style-type: none"> ● Which Plays a More Important Role in brain development, nature (genes) or nurture (environment)? https://www.zerotothree.org/resources/1366-which-plays-a-more-important-role-in-brain-development-nature-genes-or-nurture-environment ● Nature, Nurture and Early Brain Development. https://extension2.missouri.edu/gh6115 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> ● DQ #1: Child Development ● Based on what you have read in your text this week discuss one of the following set of questions: <ul style="list-style-type: none"> ○ How can parents, teachers, and caregivers help children develop a positive self-concept? ○ What types of interactions with children potentially undermine their developing self-concept? Why? 	See <i>Discussion Guidelines</i>	3 Hours	

<p>Chapter 3 Assignment</p>	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>Every child get some sort of infection sooner or later, and when their children get sick, parents need answers. What are the symptoms? How can I help my child feel better? When should I call the doctor? To learn more about childhood infections and the Internet resources available to help parents, search the Web to find information about the following three childhood infections.</p> <p>Acute Otitis Media</p> <ol style="list-style-type: none"> 1. What are the symptoms and causes of this condition? How does it differ from external otitis? Why are children more susceptible to this condition than adults? What are some of the potential complications? 2. Why are breast-fed children less susceptible to otitis media than formula-fed children? State at least two reasons 3. When should a doctor be called? What is the standard treatment for this condition? What can be done if the condition persists? <p>Conjunctivitis</p> <ol style="list-style-type: none"> 1. What are the symptoms and causes of this condition? Why are children more susceptible to this condition than adults? What are some to the potential complications? 2. What steps can be taken to help prevent conjunctivitis? 3. When should a doctor be called? What is the standard treatment for this condition? What can be done if the condition persists? <p>Reye's Syndrome</p> <ol style="list-style-type: none"> 1. What is Reye's syndrome? When was it first discovered? How is it diagnosed? 	<p>23:59 PT on Sunday, at the end of Week 2</p>	<p>3.5 Hours</p>	
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	<ol style="list-style-type: none"> How common is Reye’s syndrome? What are some of the risk factors that are linked to this condition? How serious is this syndrome? What can be done to prevent it from occurring? What is the standard treatment for this condition? 			
Chapter 4 Assignment	<p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>A large part of chapter 4 in our textbook was devoted to attachment this week which should signify the importance of it. We have learned that attachment in childhood can determine how we interact with others as adults.</p> <p>Answer the questions below.</p> <ol style="list-style-type: none"> Why is attachment essential for the developing child? How is attachment formed? Can a child’s attachment type be changed? How? From the four types of attachment choose two from A, C, or D and explain what they may look like as adults. 	23:59 PT on Sunday, at the end of Week 2	3.5 Hours	
Quiz #2	<p>Quiz</p> <p>Study and Complete</p> <p>The First Two Years: Body and Mind & The Social World</p> <ul style="list-style-type: none"> • You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. 		3 Hours	

	<ul style="list-style-type: none"> Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 			
		TOTAL HOURS FOR THE WEEK:	19.5 Hours	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Topics and Learning Objectives	<p>Weekly Topic</p> <ul style="list-style-type: none"> The Early Childhood <ul style="list-style-type: none"> Body and Mind The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Apply knowledge of the ongoing growth of the brain and the increase in brain function in early childhood Explain the language explosion that happens during this stage of development Describe what influences emotional maturation Analyze parenting styles and evaluate the long term effects on the child as they mature Determine best steps to be taken to ensure the health and well-being of children. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Berger, <i>Invitation to the life span</i>. Chapters 5 & 6 Dr. Alan Greene on Speech Delay https://www.parents.com/toddlers-preschoolers/development/speech-delays/child-speech-delay/ Does Your Child Have a Speech Delay? https://www.todaysparent.com/toddler/toddler-development/does-your-child-have-a-speech-delay/ Early Childhood Cognitive Development: Language Development https://www.mentalhelp.net/articles/early-childhood-cognitive-development-language-development/ Emotional Nurturing in Early Childhood. https://www.mentalhelp.net/articles/emotional-nurturing-in-early-childhood/ Children's Emotional Development is Built into the Architecture of Their Brains. https://developingchild.harvard.edu/wp-content/uploads/2004/04/Childrens-Emotional- 		4.5 Hours	

	<p>Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf</p> <ul style="list-style-type: none"> Health, Safety and Wellbeing. http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/NQS_PLP_E-Newsletter_No29.pdf 			
Video Resources	<p>View</p> <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 5 Lecture Chapter 6 Lecture Other <ul style="list-style-type: none"> Nutrition and Brain Development. https://www.youtube.com/embed/hGXIZOKQzE The Healthy Child: Assembly Required. https://www.youtube.com/embed/fXf3CCyhLGU In Brief: The Science of Early Childhood Development. https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/ Importance of Brain Development in the First Five Years. https://www.youtube.com/embed/NDk1T_9RBoY Parenting SA: What Parenting Style Works Best for Children? https://www.youtube.com/embed/pq-2gPI5Wjs Levels of Prevention. https://www.youtube.com/embed/TIGe80Mi85U 		2 Hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p>	See <i>Discussion Guidelines</i>	3 Hours	

	<p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Delayed Speech • After Reading “Dr. Alan Greene on Speech Delay” and “Does Your Child Have a Speech Delay?” talk about your experience with the language explosion. <ul style="list-style-type: none"> ○ Do you remember your own experience with language learning? ○ If you don’t remember your own experience have you been able to observe it in another child; a sibling, niece/nephew, friend’s child, your own child? ○ If a parent has a speech-delayed child, after doing your reading, what do you think is the most helpful advice you could give? Why? 			
Chapter 5 Assignment	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>Now that you have read and reviewed the material on cognitive development during early childhood, take your learning a step further by testing your critical thinking skills on this pattern recognition exercise.</p> <p>When we progress to higher levels of cognitive functioning, we do not spend all our time at these higher levels. Piaget himself once observed that he spent only a fraction of each day in formal operational thought processes. This suggests that even as adults, we do not entirely leave preoperational thought behind. To help you understand preoperational thought processes in children, see if you can recognize examples or traces of preoperational thought in everyday adult behavior in the items below. Identify the characteristic of preoperational thought that they illustrate.</p> <ol style="list-style-type: none"> 1. Following an especially heated argument with an elderly relative, you shout that you would like nothing better than to have him get out of your life for good. Several days later your relative dies, leaving you feeling intensely guilty that you caused his death. 2. Your roommate complains that you are a sucker for deceptive packaging in the grocery store because you 	<p>23:59 PT on Sunday, at the end of Week 3</p>	<p>3.5 Hours</p>	

	<p>always choose taller bottles and cans over shorter, wider ones.</p> <p>3. A friend from high school started an Internet business several years ago and has become one of the wealthiest, most successful entrepreneurs in the nation. Whenever you see her, you talk about her business ventures and fantasize about her material success, imagining her house, her car, her hired help. (“What must it be like to live in such luxury” is the way you put it.)</p> <p>4. One day you learn that this same wealthy friend has become active in a community organization that serves the mentally challenged and their parents. You are told that her work with mentally challenged children consumes most of her weekends and a substantial part of her income and that she lives in modest circumstances. You find this hard to believe, and you suspect that somehow she is profiting from her involvement.</p>			
Chapter 6 Assignment	<p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>If you believe that Hollywood’s depiction of contemporary family life is an accurate reflection of reality, you would think that the nuclear family is on the way out. In both movies and television sitcoms, the traditional family of mother, father, and 2.5 children has been replaced by an updated version consisting of single parents, divorced couples, and gay relationships.</p> <p>By comparison, shows of the 1950s and 1960s, such as Father Knows Best, Ozzie and Harriet, Leave It to Beaver, and The Brady Bunch, seem positively archaic. But researchers wonder whether the media’s depiction of the family is a healthy social force. Certainly, many more unconventional families exist today than in the 1950s, but are unconventional families such as those depicted by the media becoming the norm?</p> <p>According to one viewpoint, art is merely imitating life, and seeing unconventional relationships sensitizes people to the</p>	<p>23:59 PT on Sunday, at the end of Week 3</p>	<p>3.5 Hours</p>	

	<p>fact that there are other choices and that people are making them. According to another viewpoint, Hollywood's desire to create more exciting plot lines is encouraging people to model these kinds of relationships.</p> <ol style="list-style-type: none"> 1. Based on you own experience, upbringing, knowledge of their friends' families, and other observations what is your candid opinion? 2. Give examples of how families are depicted in recent movies and popular television shows. 			
Quiz #3	<p>Quiz</p> <p>Study and Complete</p> <p>Early Childhood: Body and Mind & The Social World</p> <ul style="list-style-type: none"> • You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. • Your highest score will be automatically recorded in the Gradebook. • Once the quiz is closed, you can view your attempt and see the correct answers. 		3 Hours	
		TOTAL HOURS FOR THE WEEK:	19.5 Hours	

Week 4	Details	Due	Demand Hours	Course Outcomes
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Topics and Learning Objectives	Weekly Topic <ul style="list-style-type: none"> • The Middle Childhood <ul style="list-style-type: none"> ○ Body and Mind ○ The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify the causes and solutions to childhood health problems • Explain the cognitive growth and the issues children with learning disabilities face. • Analyze what makes a child thrive in difficult living situations. • Describe the stages of moral development and how it applies to stages of cognitive growth. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Berger, <i>Invitation to the life-span</i>. Chapters 7 & 8 • Childhood Obesity https://www.mayoclinic.org/diseases-conditions/childhood-obesity/symptoms-causes/syc-20354827?p=1 • Obesity in Children https://www.webmd.com/children/guide/obesity-children#1 		5 Hours	
Video Resources	View <ul style="list-style-type: none"> • Video Lectures <ul style="list-style-type: none"> ○ Chapter 7 Lecture ○ Chapter 8 Lecture • Other <ul style="list-style-type: none"> ○ Ages and Stages of Middle Childhood 6 to 12 Year Olds. https://www.youtube.com/embed/OtpiBtL_7zc ○ Concrete Operational Stage Experiment. https://www.youtube.com/embed/Em5EpjXqNU8 ○ Information Processing Theory. https://www.youtube.com/embed/pMMRE4Q2FGk ○ My Struggle with Learning Disabilities and How to Deal with Them. https://www.youtube.com/embed/S_bxmO52CtA ○ Famous People with Learning Disabilities. https://www.youtube.com/embed/xoeZAXUZbqQ ○ How to Help Your Child Manage Stress: Child 		2 Hours	

	<p>Anxiety. https://www.youtube.com/embed/O-tPUNNY8WY</p> <ul style="list-style-type: none"> ○ Kohlberg's Theory of Moral Development Explained. https://www.youtube.com/embed/sBop4yfH4pg ○ Brooks Gibbs. How to stop bullying. https://www.facebook.com/VT/videos/vb.363765800431935/1707031749438660/?type=2&theater 			
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> ● Mayo Clinic - Childhood Asthma. https://www.mayoclinic.org/diseases-conditions/childhood-asthma/symptoms-causes/syc-20351507 ● Harvard Health Publishing – Harvard Medical. School https://www.health.harvard.edu/blog/3-things-might-not-know-childhood-asthma-2016101810539 ● Understood: For learning and attention issues. https://www.understood.org/en ● Help Guide.org – Learning Disabilities & Disorders. https://www.helpguide.org/articles/autism-learning-disabilities/learning-disabilities-and-disorders.htm ● Child Mind Institute - https://childmind.org/ 		1 Hour	
Optional Resources (in Supplemental Materials link)	<p>Readings</p> <ul style="list-style-type: none"> ● Childhood Asthma: New Study Brings New Hope. https://bestmedicinenews.org/childrens-health/childhood-asthma-new-study-bring-new-hope/ <p>Videos</p> <ul style="list-style-type: none"> ● Childhood Asthma: What Is It? https://www.youtube.com/embed/-b9euvVHqzk ● Doctors: Childhood Obesity Prevention Must Start Sooner – <i>(There are two videos are on this webpage, one at the top of the article and one in the middle. Watch them both.)</i> https://www.cbsnews.com/news/doctors-childhood-obesity-prevention-start-sooner/ 			

Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> ● DQ #1: Biosocial Development ● Now that you have read and reviewed the material on middle childhood: biosocial development read the following scenario: <ul style="list-style-type: none"> ○ Celine's parents are concerned about their daughter's weight. Although neither of her parents is overweight, 9-year-old Celine, whom they adopted two years ago, weighs about 30 percent more than the average girl of her age and height. "We just can't understand it," they lament. "She's tried several diets and still can't lose weight! She's so upset that all she does is mope around the house all day. What can we do to help our daughter?" ○ In your opinion, how might Celine's parent's reaction to her weight be affecting Celine? How? ○ What other issues could be having an influence on Celine during this stage of childhood? ○ What would you communicate to Celine's parents that could help with their concerns? Draw on course materials in your response. 	<p><i>See Discussion Guidelines</i></p>	<p>3 Hours</p>	
<p>Chapter 7 Assignment</p>	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> ● APA format ● 2-3 pages ● Title page – not included in the page count ● No abstract needed ● Cite sources within your text ● Resource page – not included in the page count ● Referring to the textbook and other reading/watching material is very important. 	<p>23:59 PT on Sunday, at the end of Week 4</p>	<p>3.5 Hours</p>	

	<ul style="list-style-type: none"> Please use the questions as headers for each of the answers. <p>Development is harder for children with disabilities for many reasons. One is the additional stresses that the disability places on parents and other family members. Another obstacle is the lack of good role models for disabled children. Children with disabilities may need greater self-confidence, self-esteem, and perseverance than normal children because most things require more effort and take longer.</p> <p>Search authoritative Internet sources to prepare answers to the questions below regarding a disability of your choice. These are only a sampling of questions you or someone else might ask about how to help those with learning disabilities like dyslexia, autism, Attention Deficit Hyperactivity Disorder (ADHD), etc.</p> <ol style="list-style-type: none"> 1. What disability are you researching? Why? 2. What are the addresses of three national or international websites that provide information regarding this learning disability? 3. What local resources, support groups, and testing facilities does your community provide for those with this disability? 4. What is the “Americans with Disabilities Act”? What rights does a person with a learning disability have under this Act? 5. Are there specific educational techniques that are helpful in preventing the development of this learning disability? 6. Is there a “positive side” to this disability? 7. Identify a couple of well-known, accomplished personalities who were diagnosed with this learning disability as children. 			
Chapter 8 Assignment	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> APA format 2-3 pages Title page – not included in the page count No abstract needed Cite sources within your text Resource page – not included in the page count Referring to the textbook and other reading/watching material is very important. Please use the questions as headers for each of the answers. <p>Because middle childhood is such an important period of biosocial, cognitive, psychosocial, and spiritual development we need to be aware of how the world in which they live</p>	23:59 PT on Sunday, at the end of Week 4	3.5 Hours	

	<p>effects/affects their development. From the five (5) questions below choose three (3) to comment on. Remember that your comments should not be just your opinion but should include what you have learned in your text, other reading and viewing, and life experience.</p> <ul style="list-style-type: none"> • Why do school shootings and other forms of school violence seem to be happening so often? Is it true that such events are more common today? Thinking about the various levels of prevention (primary, secondary, tertiary), what steps can be taking to prevent violence in schools? • How much blame, or credit, do parents deserve for their children’s development? Do parents really matter? Is it always better for children to be raised in a “nuclear family?” • Are parents today too overprotective of their children? Too permissive? • Are children today too busy with after-school activities? • What factors and experiences promote gender equality during middle childhood? 			
Quiz #4	<p>Quiz</p> <p>Study and Complete</p> <p>Middle Childhood: Body and Mind & The Social World</p> <ul style="list-style-type: none"> • You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. • Your highest score will be automatically recorded in the Gradebook. • Once the quiz is closed, you can view your attempt and see the correct answers. 		3 Hours	
		TOTAL HOURS FOR THE WEEK:	21 Hours	

Week 5	Details	Due	Demand Hours	Course Outcomes
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Topics and Learning Objectives	<p>Weekly Topic</p> <ul style="list-style-type: none"> The Adolescence <ul style="list-style-type: none"> Body and Mind The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Recognize the physical and mental changes that happen in puberty. Examine how to respond to adolescent thoughts and actions based on adolescent brain development. Illustrate identity statuses demonstrated by adolescent decisions. Explain why adolescents are drawn to drug use. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Berger, <i>Invitation to the life span</i>. Chapters 9 & 10 Stanford Children’s Health – Cognitive Development. https://www.stanfordchildrens.org/en/topic/default?id=cognitive-development-90-P01594 Sanford WebMD – 5 Truths About Teens and Screens. https://fit.webmd.com/teen/recharge/article/teens-screen-time Inc. – A Study of 1 Million Teenagers Reveals This Much Screen Time a Day Leads to the Happiest Kids. https://www.inc.com/jeff-haden/a-study-of-1-million-teenagers-shows-happiest-kids-spend-this-much-screen-time-every-day.html 		4.5 Hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 9 Lecture Chapter 10 Lecture Other <ul style="list-style-type: none"> Adolescent Cognition: Thinking in a New Key. https://www.youtube.com/embed/U6wGMlbBc-c The Workings of the Adolescents Brain. http://www.brainfacts.org/thinking-sensing-and-behaving/childhood-and-adolescence/2016/the-workings-of-the-adolescent-brain-091616 What Boys Want to Know about Puberty https://www.jhccc.org/poc/view_index.php?idx=237&id=RJtbLfj_kRk 		1.5 Hours	
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> National Institute on Drug Abuse – Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide. https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/frequently-asked- 		1.5 Hours	

	<p>questions/why-do-adolescents-take-drugs</p> <ul style="list-style-type: none"> • Get Smart About Drugs – Why Do Teens Use Drugs? https://www.getsmartaboutdrugs.gov/family/why-do-teens-use-drugs • American Academy of Child & Adolescent Psychiatry – Eating Disorders in Teens. https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Teenagers-With-Eating-Disorders-002.aspx • The Healthy Teen Project – Adolescent Eating disorders such as Anorexia, Bulimia and Binge Eating Disorders Are Treatable. http://www.healthyteenproject.com/adolescent-eating-disorders-ca 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Adolescent Independence • Part of being an adolescent is gaining independence and moving away from dependence on Mom & Dad. While experimenting with this process breaking grown-rules is common and sometimes considered healthy. In light of this discuss the following: <ul style="list-style-type: none"> ○ When does rule-breaking become delinquency and how does one differentiate rebellion from exuberance? ○ How can parents provide adequate supervision without suffocating? 	See <i>Discussion Guidelines</i>	3 Hours	

Chapter 9 Assignment	<p>Write Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>You may have noticed that there are “Think Critically” questions posed throughout the chapters of your textbook, in additions each section ends with “What Have You Learned?” Use the questions below taken from chapter 9 of your textbook to do a little research on eating disorders.</p> <ol style="list-style-type: none"> 1. Rates of eating disorders in adolescence seem to be increasing. Should parents be blamed? Why or why not? 2. Why is body image often problematic in adolescence? 3. What types of disordered eating are common in adolescence? 4. What are the differences among anorexia, bulimia, and binge eating disorder? 5. Also discuss treatments for these disorders. 	23:59 PT on Sunday, at the end of Week 5	3.5 Hours	
Chapter 10 Assignment	<p>Write Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the given name of the adolescent as the header for each of the answers. <p>Now that you have read and reviewed the material on psychosocial development during adolescence, take your learning a step further by testing your critical thinking skills on this pattern-recognition exercise.</p>	23:59 PT on Sunday, at the end of Week 5	3.5 Hours	

	<p>The following brief case studies illustrate the identity statuses proposed by Erik Erikson and others. For each case, suggest the most appropriate identity status— identity achievement, foreclosure, identity diffusion, and moratorium, and describe your reasoning.</p> <ol style="list-style-type: none"> 1. Rudy. <ul style="list-style-type: none"> ○ Rudy has changed his college major so many times that it will take him six years to graduate. Since his parents have pointedly objected to paying the expenses for tuition and room and board, Rudy has cheerfully taken on a variety of jobs, ranging from bartender to shoe salesman. He likes work that allows him time to think and be alone; his few friends are very much the same way. Rudy's grades are generally high, though his record is marred by a several "incompletes." He has had one very satisfying intimate relationship and is searching rather anxiously for another. Rudy's identity status would probably be described as: <ul style="list-style-type: none"> ▪ Identity status ▪ Your reasoning 2. Melissa. <ul style="list-style-type: none"> ○ Melissa's parents are both physicians. In college she majored in French, spending a semester in France studying art and culture. Upon graduation she surprised her parents by announcing that she had applied to medical school. A close relationship with a hospice nurse and a summer job as a hospital volunteer had helped her arrive at the decision. Melissa's identity status would probably be described as: <ul style="list-style-type: none"> ▪ Identity status ▪ Your reasoning 3. Lynn. <ul style="list-style-type: none"> ○ Lynn's mother is a professor of women's studies who is deeply involved in feminist issues. Lynn very much admires her mother, a strong woman who, as a single parent, struggled to provide for her daughter while establishing her own career. Lynn believes that she, too, will be a strong and independent woman. She avoids people (especially men) who either don't see her in that light or try to bring out her feminine nature. She certainly steers clear of her paternal grandmother, who (although pleasant) is a very disorganized and "artsy" person. Lynn's college grades are very high, and her course selections reflect an unwavering interest in psychology, politics, and women's studies. Lynn's identity status would probably be described as: <ul style="list-style-type: none"> ▪ Identity status 			
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	<ul style="list-style-type: none"> ▪ Your reasoning <p>4. Daniel.</p> <ul style="list-style-type: none"> ○ Daniel is a freshman at a college near his old high school. He comes home nearly every weekend but does not enjoy himself once he's there. He avoids talking to his parents or old high school friends, preferring to "surf the Web" on the computer in his room. Periodically he engages in impulsive shopping; after these sprees he comes home and talks excitedly about the latest electronic gadget he's acquired. He gets angry if his parents ask what he considers to be foolish questions, and angrier still if they patronize him. Daniel is enrolled in courses he has been told are easy, and he does not have strong feelings about his studies or his grades. Daniel's identity status would probably be described as <ul style="list-style-type: none"> ▪ Identity status ▪ Your reasoning 			
Quiz #5	<p>Quiz</p> <p>Study and Complete</p> <p>The Adolescent: Body and Mind & The Social World</p> <ul style="list-style-type: none"> • You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. • Your highest score will be automatically recorded in the Gradebook. • Once the quiz is closed, you can view your attempt and see the correct answers. 		3 Hours	
		TOTAL HOURS FOR THE WEEK:	20.5 Hours	

Week 6	Details	Due	Demand Hours	Course Outcomes
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Topics and Learning Objectives	Weekly Topic <ul style="list-style-type: none"> Emerging Adulthood - Adulthood <ul style="list-style-type: none"> Body and Mind The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Explain how the developmental theories apply to early adulthood. Recognize how young adults respond to the need for intimacy and friendship. Analyze what are true gender differences and what is dictated by social influences. Examine changes in the nature and use of intelligence in adulthood. Assess the effects and significance of changes in family patterns in adulthood. 			
Reading Assignments	Read <ul style="list-style-type: none"> Berger, <i>Invitation to the life span</i>. Chapters 11 & 12 Two Minds: The cognitive differences between men and women. http://stanmed.stanford.edu/2017spring/how-mens-and-womens-brains-are-different.html 		3.5 Hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 11 Lecture Chapter 12 Lecture Other <ul style="list-style-type: none"> Erik Erikson's Theory of Young Adult. https://www.youtube.com/embed/WPepfUQrXuQ Dr. Jeffrey Arnett on Emerging Adulthood. https://www.youtube.com/embed/Y_f8DmU-gQQ How to avoid gender stereotypes: Eleanor Tabi Haller-Jordan. https://www.youtube.com/embed/9ZFNsJ0-aco Brain Plasticity. https://www.youtube.com/embed/LNHBMFCzznE 		2 Hours	

Optional Resources (in Supplemental Materials Link)	Videos <ul style="list-style-type: none"> The surprising neuroscience of gender inequality. https://www.youtube.com/embed/eCknUJc3qU 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Intellectual Development and Performance According to the text, cohort differences have a substantial impact on intellectual development and performance. Discuss the following: <ul style="list-style-type: none"> List some of the technological and educational advances of the past 10 years that will make young people today "smarter" (or in some cases "dumber") than previous generations. What recent historical events have had an impact your worldviews? Observation: How have these technological advances and/or historical events effected/affected other age groups around you? 	<i>See Discussion Guidelines</i>	3 Hours	
Chapter 11 Assignment	Write <p>Assignment parameters:</p> <ul style="list-style-type: none"> APA format 2-3 pages Title page – not included in the page count No abstract needed Cite sources within your text Resource page – not included in the page count 	23:59 PT on Sunday, at the end of Week 6	3.5 Hours	

	<ul style="list-style-type: none"> Referring to the textbook and other reading/watching material is very important. Please use the questions as headers for each of the answers. <p>Now that you have read and reviewed the material on biosocial development during emerging adulthood, take your learning a step further by testing your critical thinking skills on this perspective taking exercise.</p> <p>The symptoms of major depressive disorder are lethargy, loss of interest in family, friends, and activities, and feelings of worthlessness that last two weeks or longer without any notable cause. During adulthood, women are diagnosed with depression roughly twice as often as men. (Interestingly, among college-age women and men, the gender difference in depression is much smaller.) More generally, women appear to be more vulnerable than men to passive (internalized) psychological disorders such as depression and anxiety. In contrast, men are generally more vulnerable to active (externalized) psychological disorders, including drug abuse, antisocial conduct, and poor impulse control. This exercise asks you to examine the gender difference in the diagnosis of active and passive psychological disorders, first by thinking critically about this issue and then by reviewing ongoing research regarding its origins.</p> <ol style="list-style-type: none"> What factors in the biosocial domain might account for women's greater susceptibility to depression and other "passive" disorders? What factors in the cognitive domain might account for women's greater susceptibility to depression? What factors in the psychosocial domain might account for this gender difference? Some have suggested that the gender difference may be the result of a gender bias in the diagnostic process. That is, doctors and clinicians expect women to suffer from depression more often and, consequently, are more vigilant in finding symptoms that confirm this expectation. As a researcher, how would you test this hypothesis? 			
Chapter 12 Assignment	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> APA format 2-3 pages Title page – not included in the page count No abstract needed Cite sources within your text Resource page – not included in the page count 	23:59 PT on Sunday, at the end of Week 6	3.5 Hours	

	<ul style="list-style-type: none"> Referring to the textbook and other reading/watching material is very important. Please use the questions as headers for each of the answers. <p>Now that you have read and reviewed the material on drug abuse during adulthood, take your learning a step further by testing your critical thinking skills on this problem-solving exercise.</p> <p>In this exercise, you will examine issues in substance-related disorders such as alcohol dependence, cannabis dependence, and hallucinogen dependence. These issues include the symptoms, treatment options, and latest research findings that are unlocking the mystery of these disorders. An excellent resource is the Internet Mental Health Web site, one of the most authoritative sources of information on psychological disorders. The home page can be found at www.mentalhealth.com/p20-grp.html. Don't limit your exploration to this site, however; use it as a starting point in your investigation to find answers to the following questions.</p> <ol style="list-style-type: none"> Briefly summarize the online diagnosis criteria for one of the following substance-related disorders: alcohol dependence, amphetamine dependence, cannabis dependence, cocaine dependence, hallucinogen dependence, inhalant dependence, nicotine dependence, opioid dependence, phencyclidine dependence, sedative dependence. Given the many developmental contexts of substance-related disorders, treatment must focus on the biosocial, cognitive, and psychosocial roots of these disorders. Briefly describe the treatment options available for the substance-related disorder you chose in Question #1. Which have proven to be most effective? Using the Research section of the website, find out how the recovery rates differ for various substance-related disorders, including the one you chose in Question #1. Briefly summarize one article from the Research section of the website for the substance-related disorder you chose in Question #1. 			
Quiz #6	<p>Quiz</p> <p>Study and Complete</p> <p>Emerging Adulthood to Adulthood: Body and Mind & The Social World</p> <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 20 multiple-choice questions randomly drawn from a question bank of 60 questions. 		3 Hours	

	<ul style="list-style-type: none"> You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. This second retake quiz will be made up of 20 randomly selected multiple-choice questions, different from the first quiz questions. Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 			
		TOTAL HOURS FOR THE WEEK:	18.5 Hours	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Topics and Learning Objectives	<p>Weekly Topic</p> <ul style="list-style-type: none"> Adulthood - Late Adulthood <ul style="list-style-type: none"> Body and Mind The Social World <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Describe the myths and realities of aging. Summarize the health issues in middle and late adulthood. Explain how memory capability changes in middle and late adulthood. Explain varied perspectives on personality development during middle and late adulthood. Discuss financial security, living arrangements, and legal issues related to late adulthood. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Berger, <i>Invitation to the life span</i>. Chapters 13 & 14 - Regular 		3 Hours	

Video Resources	View <ul style="list-style-type: none"> Video Lectures <ul style="list-style-type: none"> Chapter 13 Lecture Chapter 14 Lecture 		1 Hours	
Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> Erikson's 2 stages during the time between 25 & 65 https://www.youtube.com/embed/tbAD8yIDLrg Review <ul style="list-style-type: none"> Psychology Today: Midlife https://www.psychologytoday.com/us/conditions/midlife 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Adulthood Given the broad range of years, developmental tasks, and challenges that accompany adulthood choose 3 of the following questions to respond to in your initial post. <ul style="list-style-type: none"> What stereotypes do we have about adults who are approaching retirement age? Have gender roles for adulthood really changed? Are there cultural variations in retirement? How have the settings on the social clock changed? What settings haven't changed? What does it mean to be "successful" as an adult? 	<i>See Discussion Guidelines</i>	3 Hours	

Chapter 13 Assignment	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. • Please use the questions as headers for each of the answers. <p>Trait theory is one of the most popular approaches to studying personality. Researchers who work from this perspective search for identifiable, enduring patterns of behavior and thought processes that seem to apply to all people. To learn more about trait theory firsthand, visit the Keirsey Temperament website (http://keirsey.com) and complete the Keirsey Character Sorter and the Keirsey Temperament Sorter II. Then complete the following questions:</p> <ol style="list-style-type: none"> 1. How does the creator of this website define temperament? 2. What determines temperament? 3. How stable is temperament over the life span? 4. What are four basic temperaments? Briefly describe each type and give an example of each from the world of science, politics, or the arts. 5. Do you fit one of these patterns? Which one? 6. What role does temperament play in choosing a mate? What temperaments attract each other? 7. How valid do you believe these online scales to be as measures of personality? 	23:59 PT on Sunday, at the end of Week 7	3.5 Hours	
Chapter 14 Assignment	<p>Write</p> <p>Assignment parameters:</p> <ul style="list-style-type: none"> • APA format • 2-3 pages • Title page – not included in the page count • No abstract needed • Cite sources within your text • Resource page – not included in the page count • Referring to the textbook and other reading/watching material is very important. 	23:59 PT on Sunday, at the end of Week 7	3.5 Hours	

	<ul style="list-style-type: none"> Please use the questions as headers for each of the answers. <p>To learn more about Alzheimer disease (AD) and the Internet resources available to individuals affected by it, use the Internet to find brief answers to the following questions. (Hint: The Alzheimer's Disease Research Center of Washington University maintains a website and search engine that will help you get started [www.alzheimer.wustl.edu]. Another useful website is the Alzheimer Association page at www.alz.org.)</p> <ol style="list-style-type: none"> What is AD? Is there more than one variety of this disease? What are the major symptoms of AD? How is AD usually diagnosed? What causes AD? What areas of the brain are affected by AD? What role are free radicals believed to play in AD? Briefly explain one other theory of AD. Describe the typical progression of AD. What is the usual cause of death in AD victims? What are the 10 warning signs of AD? List 10 simple ways to help the family of a person with AD. Is prenatal diagnosis of AD possible? What resources are available on the Internet for AD caregivers? 			
Final Exam	Final Exam Cumulative over 14 Chapters <ul style="list-style-type: none"> You will have 2 hours (120 minutes) to take the exam with 60 multiple-choice questions randomly drawn from a question bank of 150 questions. You may take the exam only once. Your score will be automatically recorded in the Gradebook. Once the exam is closed, you can view your attempt and see the correct answers. 		6 Hours	
Course Evaluation	Evaluate <ul style="list-style-type: none"> Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. We use the reports to guide our decision-making for future courses. After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this 	23:59 PT on Sunday, at the end of Week 7		

	course requirement.			
		TOTAL HOURS FOR THE WEEK:	20 Hours	