COASTLINE COMMUNITY COLLEGE

SPRING 2002



CHILD GROWTH/DEVELOPMENT

Psychology 115

Telecourse Student Handbook

Distance Learning Department

Important Phone Numbers Child Growth/Development, Psychology 115	
Distance Learning General Information **Distance Learning Quiz/Assignment Information** **Monday thru Friday - 8 a.m. - 5 p.m.** **Distance Learning Fax: 24 hours** **(Not to be used for submitting quizzes)**	**(714) 241-6216** **(714) 241-6210** **(714) 241-6287**
Instructor -Phyllis Lembke **E-mail: plembke@mail.ccc.cccd.edu**	**(714) 241-6119, Ext #3**
Admissions/Records (Registration) **Monday thru Thursday:** **8:00 a.m. - 6:30 p.m.** **Friday: 8:00 a.m. - 2:00 p.m.**	**(714) 241-6176**
Coastline Bookstore: http://bookstore.ccc.cccd.edu	**(714) 241-6101**
Coastline Tutoring	**(714) 241-6308**
Counseling	**(714) 241-6162**
Financial Aid	**(714) 241-6239**
Telephone Withdrawal **Final Grades** **(Available 3 weeks after semester ends)**	**(714) 438-8250** **(714) 241-8249**
Ted Boehler, Dean **Distance Learning Department**	**(714) 241-6140**

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FAQ

What is the difference between WWW, CD-Rom, TV, and Cable course?

Telecourses are aired on KOCE; students follow the dates in the course handbook and turn the required work in the due date. Quizzes are submitted on scantron, and students will come in for a midterm and final. Cable Cast courses are only for local students, the lessons are aired on cable, and these classes follow the same outline as the telecourse. Internet courses also have a syllabus to follow; all quizzes are submitted on line. Students still come in for midterm and finals. CD-Rom courses generally have no video lessons; they are substituted with the CD.

I live really far away, do I have to come in and take my midterm and final?

Students, who do not live in the L.A. or Orange County area, may submit a proctor agreement form by mail. The proctor must meet the criteria specified on the form. The proctor will be mailed the exam(s) and administer it to you. The Distance Learning office does not accept faxed copies of this form.

I can't make it to my exam on the date that is scheduled in my handbook, what should I do?

Alternate exam dates are available and listed in the student handbook for the course. It is the student's responsibility to contact the Distance Learning office to schedule an appointment.

How do I know what books to buy and how will I get them if I am out of the area?

Students may purchase their books on-line. The on-line bookstore will tell you what books are needed for your course. After payment it will be shipped to your home.

If I don't live in Orange County can I still take a Cablecast course?

No, Cablecast courses are for local students only. There are no video rentals for these courses and the lessons are only broadcast on local cable channels for the surrounding cities. Those cities are listed in the schedule.

There are three different listings of when I should watch my videos; do I have to watch all of them?

No, we offer as much convenience as possible for your busy schedule. You may choose one of the listings posted and watch them each week at the same time as listed in your schedule. Remember, there are viewing centers available and you may record the lessons on your VCR.

I am taking an Internet course can I still submit my quiz on a scantron?

No, Internet classes are done strictly on the Internet. The handbook/syllabus is online as well as the quizzes. One advantage of an online course is that you receive immediate feedback after submitting your quiz.

I tried to submit my quiz but the website is not responding, what do I do?

Unfortunately technology isn't perfect so we do make accommodations when a glitch such as this occurs. You may resubmit your quiz; we only take the first score.

What if I am late turning in a quiz or an assignment?

Students turning in late work will not be receiving any feedback from our office, and it will be graded during the time the next quiz is due. Depending on the instructor you may be docked points.

If I submit my quiz on-line, how will I know my score?

Students will receive immediate results at the e-mail address provided by the student. Please fill in the entire e-mail address to insure that you receive your results, (i.e. annabanana@aol.com).

If I submit my quiz on a scantron how will I know my score?

Depending on the course, students will receive correspondence in the mail regarding their total score, if the Scantron is filled out correctly. Please include name, social security number, and quiz number in the spaces provided.

When my student handbook says a quiz is due by Tuesday of week four, what exactly does that mean?

The left side of the Assignment section in the handbook lists the dates and week numbers for assignments and their due dates. The first week of class is 01/28/02 - 02/03/02 and all weeks begin on Monday. Week four would be 02/18/02 - 02/24/02, making the quiz due 02/19/02 of that week.

I may need an early grade report; can I get one with a Distance Learning course?

Yes, you can get an early grade. You will need to finish course work early enabling your instructor to issue the report. Please give your instructor ample notice and keep in mind the instructor's office hours.

I work full-time and have kids, how will the Distance Learning program work for me?

By taking classes via Internet, watching Cablecast courses or videos aired on the television and participating in the Independent CD-Rom courses, students can get the education they need with the flexibility of working around their busy schedules.

I get off work at 5 pm and your office closes at 5 p.m., what do I do about turning in my scantron?

You may mail in your assignment or, a white mailbox is conveniently located outside Coastline for students who cannot bring in course work during office hours.

I am registering late and the class I want is closed, can I petition the course?

Unfortunately no, there are some classes that reach a maximum number of students allowed. You may check to see if the class you want is offered as a second eight-week course.

I live in Illinois; can I still take a telecourse?

Yes, students who live outside of California can enroll with Coastline. Students can rent the entire Telecourse video lessons from a company called RMI. Please refer to RMI and video rental information in this guide. Students who are not California residents must pay different tuition - please follow instructions on the registration form. Also, students who will not be able to take their midterm or final examinations with their instructors need to complete a "Proctor Agreement" form. The Proctor Agreement form is located on the last page of this guide.

Since I am not in a classroom course, do I have an instructor and how will I keep in contact with my instructor?

All distance-learning courses are taught-guided by credentialed instructors. Each distance learning instructor holds office hours. Students can contact their instructors through voice mail, telephone, fax, e-mail or in-person with an appointment. Many courses use online bulletin boards to hold discussion forums or to facilitate communication between student-to-student and instructor-to-student.

Welcome Letter from Instructor

Dear Student,

Welcome to your telecourse, Child Growth and Development. As your instructor, I will be assisting you throughout the course. I have been a faculty member at Coastline for three years. I attended Coastline College as a student 26 years ago. The education I received through Coastline formed the foundation of my later education. I hold a Masters Degree in Human Development with specializations in Early Childhood Education, Administration/Supervision and Leadership in Education. I have been in early childhood for over 25 years; as a lecturer, consultant, teacher, director, instructor…I am the Director of a nationally accredited half-day enrichment preschool for children ages 2-5 years old. I spend many hours volunteering my time working with and for children; whether it be teaching reading, or music to elementary school children, or working with other citizens and community leaders to provide a safe environment for children.

I feel communication between instructor and student is imperative. I may call you from time to time to inquire about your progress in the course, but it is your responsibility to contact me when you need assistance. You may leave messages on my voice mail at any time, but I will be personally available to receive calls during the following office hours:

Office Hours: Wednesdays: 3:00 pm - 5:00 pm

Phone Number (714) 241-6119
Email: plembke@mail.ccc.cccd.edu

To be successful in this course you will need to: 1) read all textbook assignments and view 26 one-half hour video lessons, 2) complete four required quizzes, 3) turn in a child observation paper, 4) complete a midterm and final exam (attending the two review sessions or listening to the audio tapes are optional, but will be of great benefit to you in your studies for the midterm and final exams), and 5) do not allow yourself to get behind!

I look forward to working with each and every one of you. Please do not hesitate to contact me.

Sincerely,

Phyllis A. Lembke, M.A.
Instructor, Psychology 115
Distance Learning Department

What You Should Be Doing At This Time

1. Purchasing your books from the Coastline Community College Bookstore. ***http://bookstore.ccc.cccd.edu*.** The Handbook is also available on-line. Go to ***http://pelican.ccc.cccd.edu/~dl***

2. Watching the required Videolessons, either on Cable or KOCE as outlined in the Handbook. Videotape rentals are available through RMI**:** ***http://www.rmimedia.com***

3. **For viewing the telecourses:**

   CABLE - If you subscribe to cable you must live in one of the following cities:

   a. **AT & T Broadband** - *Costa Mesa* (Channel 60)
   b. **Time Warner** - *Fountain Valley, Garden Grove, Huntington Beach, Midway City, Stanton, and Westminster* (Channel 95)
   c. **Adelphia** - *Seal Beach* (Channel 53)

   KOCE 50 - Be sure you are tuned in to the correct channel; this may differ within your cable area.

4. Complete and return the Letter of Agreement.

5. Check-in with your Instructor as indicated.

6. Read the Course Overview in this Student Handbook, and begin required assignments that are found in the first week of the Assignment Sheet.

7. If your zip code does **NOT** start with one of the following numbers listed: 900XX, 901XX, 902XX, 903XX, 904XX, 905XX, 906XX, 907XX, 908XX, 910XX, 911XX, 912XX, 917XX, 918XX, 926XX, 927XX, 928XX; then you will need to complete and return the Proctor Agreement Form. You may have your exam proctored by an appropriate proctor at another College or University near you. It is each student's responsibility to return the completed proctor form to the Distance Learning Department by the end of the first week of the course. **Failure to mail the proctor form to the department by the due date will result in students not being allowed to have the exam proctored away from Coastline Community College.** This form is available on line at**: http://dl.ccc.cccd.edu/dlstudents/studentproctor.htm**.

Letter Of Agreement

Child Growth/Development, Psychology 115

This document is a letter of agreement between me your telecourse instructor, and you, the student. It is intended to help you complete the course successfully by letting me know that you understand the course requirements as you begin the course.

Your first assignment in this course is to read this *Telecourse Student Handbook* and to complete and return this letter of agreement. Please mail the agreement to Coastline Community College - Distance Learning Department, 11460 Warner Avenue, Fountain Valley, CA 92708-2597 or FAX to (**714) 241-6287**.

- ❑ I have purchased my course materials.
- ❑ I have noted all course objectives, requirements, and policies as outlined in the course overview section.
- ❑ I have reviewed the assignment sheet and made note of all assignments and their due dates.
- ❑ I will complete all assignments successfully and on time.
- ❑ I have read special instructions for written assignments or extra credit assignments if included.
- ❑ I have reviewed the special instructions for midterm and final examinations.
- ❑ I will call my instructor whenever I have questions or difficulty concerning course content and objectives.
- ❑ I will call the testing office when I have questions regarding quizzes/assignments.
- ❑ I understand this course has been carefully designed to help me achieve the learning objectives and I intend to be successful in completing it.

Signed:_____ Date:_____

(Please print legibly)

Name:_____ SS/ID#_____
Last First

Mailing:_____ City/Zip_____

Home Phone: (___)_____ Best time to call:_____

Work/Alternate Phone: (___)_____ Best time to call:_____

Reason for taking this course:_____

_____

Are you new to telecourses?_____

Course Overview

CHILD GROWTH/DEVELOPMENT - Psychology 115
COASTLINE COMMUNITY COLLEGE
3 Credits

Course Requirements

Child Growth/Development is an examination of human development from conception to adolescence. It analyzes the psychological, biological, socioeconomic, and cultural aspects of the developmental process.

All of the course components - the videolessons, text, study guide, assignments, and tests - have been carefully designed to help you achieve the course objectives. Here is what you need to do:

1. Purchase the course materials (described on next page).

2. Read the *Telecourse Student Handbook* thoroughly to be sure that you understand all course objectives, requirements, assignments, due dates, and procedures. Complete and return the Letter of Agreement and Proctor Agreement if applicable.

   Mail the letter of agreement, proctor agreement, if applicable and all assignments to:

   Coastline Community College - Distance Learning Department
   11460 Warner Avenue
   Fountain Valley, CA 92708-2597

You may also FAX assignments to the Distance Learning Department FAX machine. The number is (**714) 241-6287.** You may use the FAX to:

- Submit Proctor Agreement Form
- Submit written assignments
- Send a draft copy to your instructor so that you can discuss it
- Over the phone during office hours
- Submit Letter of Agreement

Do NOT use the FAX to submit quizzes!! Only the official **SCANTRON form** can be processed for grading the quizzes.

3. View the videolessons on KOCE, Cable or at local viewing centers (see library resources at the back of this handbook for locations). You may also rent the videolessons from RMI for use during the semester.

   RMI 1-800-745-5480 8 a.m. - 4:30 p.m. CST
   RMI Web Address: http://www.rmimedia.com

4. Read the textbook as indicated on your assignment sheet. (Study Guide assignments are optional.)

5. Do the study questions at the end of each unit in the study guide (optional). Also optional but highly useful is the online learning center operated by the textbook publisher at http://www.mhhe.com/socscience/devel/; click on "child development chronological"; click on your textbook, then click on "student resources." At this site you can review chapter outlines, multiple choice questions, flash cards by chapter, power point lectures, and web resources related to each chapter.

6. Complete and return the at-home quizzes. These quizzes are worth point credit toward your grade. They are intended to help you test your understanding of the course content.View the videolessons. While watching the videolessons, do not be overly concerned about taking notes. It is important that you give your full attention to the videolessons.

7. Take **both** a midterm and a final examination.

8. Submit one child observation report (format provided in handbook). **Due on or before week 12.**

Course Materials

Textbook: *Child Development-- Its Nature and Course (4th edition, 2000)* Stroufe, Cooper and DeHart
Study Guide: *Telecourse Study Guide for Time to Grow (*3rd edition, *2000)* INTELCOM (optional)
Telecourse Student Handbook
4 SCANTRONS (Form #F-289-ER1-L) - Disregard if choosing on-line testing.
Midterm and Final Review Audiotapes

Quizzes

This course requires the completion of 4 quizzes. The quiz questions are included in this *Telecourse Student Handbook*. Each quiz SCANTRON that you complete and return will be processed by a computer. The quizzes cover:

Quiz #1	Chapters	1 - 4	40 points
Quiz #2	Chapters	5 - 8	40 points
Quiz #3	Chapters	9 - 12	40 points
Quiz #4	Chapters	13 - 15	40 points

All quizzes are open book. Students have the option of two methods of submitting quizzes. Quizzes may be submitted on a Scantron form and mailed to the Distance Learning Department or students may complete the quizzes on-line and submit their answers over the internet.

On-line instructions- Click on View Quiz, print quiz and choose the correct answers before attempting to take the on-line quiz. After you have decided on your answers, click on Take Quiz and submit your answers. You will be allowed to take the quiz only one time. The on-line quiz will not be available after the due date. Quiz results will be e-mailed to you immediately after you have submitted your quiz.

Scantron[tm] instructions- Answer the questions on a Scantron[tm] form and mail it to the Distance Learning Department so that the quizzes will be received on or before the quiz due date. If you wish to deliver the quiz to the Distance Learning Department in person, you may drop it off in room 318 at the address listed below. If you drop off the quiz after normal office hours, you may place it in the mailbox in front of the College Center. Quiz results will be mailed to each student after the quiz due date. Be sure to follow the directions below.

1. Bubble in your Student ID n the ID section
2. Write your name on the Name Line
3. Write "Child Development" on the Subject line
4. Write the quiz number on the HOUR/DAY line. (e.g., Quiz 1 or Quiz 2, etc.)
5. Mail Your Scantron[tm] to

Coastline Community College
Distance Learning Department
11460 Warner Ave.
Fountain Valley, CA 92708

QUIZ TIP- Keep a written record of your quiz answers (make a Xerox copy, write answers in the handbook, etc.) so that if your quiz is lost you can easily re-submit it.

ATTENTION!! ATTENTION!! ATTENTION!!

It is **IMPERATIVE** that your scantron sheets are properly filled out according to the instructions on the **SCANTRON SHEET LAYOUT INSTRUCTIONS** page located prior to Quiz 1 in this handbook.

Please double check your scantron forms before submitting them.

Review Sessions

There will be midterm and final review sessions. You are not required to attend, but you are encouraged to do so as they will be extremely helpful. If you are unable to attend either the midterm or final review session, **you may listen to review audiotapes, which are available at libraries/media centers**. Refer to the list in the back of this handbook. Midterm and final review audiotapes are also available for purchase at the Coastline Bookstore.

Parking regulations are enforced at the Coastline area sites. One-day parking permits are available at these sites. You will need a permit for both the review sessions and exams.

Examinations

You are required to take both a midterm and a final exam to complete the course successfully. The date, time and location of your exams is included on the assignment sheet.

Each exam will consist of multiple-choice questions. The exam questions will be similar to the at-home quiz and study guide questions. **In order to receive credit for the objective portion of the exam**, you will be required to write on the essay topic for the midterm examination.

Midterm Covers:	Videolessons	1 through 12
Textbook Chapters	1 through 8	
(Study Guide Lessons	1 through 12)	

Final Exam Covers:	Videolessons	13 through 26
Textbook Chapters	9 through 15	
(Study Guide Lessons	13 through 26)	

When taking your exam:

1. Have your **Coastline student ID card** and **driver's license** or **photographic identification** ready to show the proctor at the exam site. **You will be unable to take your exam without proper identification.** If you have them ready when you come to the table to get your exam, you will save time for all of us.

2. **Be sure to bring a #2 pencil. Pencils are not provided.** An exam SCANTRON will be given to you at the exam.

3. If you come with a friend or a family member, you will be asked to sit at separate tables.

4. Make arrangements for the care of your children. **DO NOT BRING CHILDREN OR SPOUSES TO THE REVIEWS/EXAMS.**

5. Eating, drinking, and smoking are not allowed in the testing room.

Grade Scale

The final grade of **Child Growth/Development** will be based upon the number of points you earn on the midterm and final exams, quizzes, and required observations report and optional extra credit work.

The grade scale for the course is as follows:

LETTER GRADE OPTION	406 - 450 points	=	A
	361 - 405 points	=	B
	316 - 360 points	=	C
	271 - 315 points	=	D
	270 and below points	=	F

CREDIT	316 and above points	=	Credit Only (CR)
NO CREDIT	315 and below points	=	No Credit (NC)

The Family Rights and Privacy Act of 1974 restricts release of certain student information, such as grades. Therefore, please do not call the Testing Office for your final scores/grades. Grades can be obtained by phoning **(714) 438-8249** approximately three weeks after the conclusion of the semester.

Grade Point System Breakdown

Total points possible in this course are as follows:

		Total Possible	Your Score
4 Quizzes (40 points each)	-	160 points	_____
Midterm Examination	-	120 points	_____
100 multiple-choice (1 point each)			
2 essay topics (10 points each)			
Final Examination	-	130 points	_____
130 multiple-choice (1 point each)			
1 Observation (due week 12)	-	40 points	_____
Total Possible	-	**450 points**	_____
Extra Credit (1 Research Paper) **(due week 13)**	-	20 points	

Two progress reports will be sent to you: one after the midterm and one after the final. You will **ONLY** receive a test report for quizzes if you submit a scantron to the Distance Learning Department. Student's taking a quiz on-line, will be given access four days before the quiz due date. You should allow five to seven **business days,** after the quiz is due, to receive your test report or to view your score on-line.

NOTE: If you turn in any work late, the score posted **will not reflect** your true grade. Any late work is **not graded** until **after** all other course work that is due has been graded.

Withdrawals From The Telecourse

Please call your instructor if you encounter problems "academic or personal" that make you consider withdrawing from this course. Your instructor is here to help you succeed. If you must withdraw, be aware that it is **your** responsibility to officially withdraw. You must call **(714) 438-8250**. Please see the section titled "Important Dates" for additional information regarding withdrawals.

Spring 2002 Broadcast Schedule

SECTION **#8090**	**3 UNITS**

Examination of human development from conception through adolescence. Includes the biological, psychological, and sociocultural aspects of the maturation process. **CSU D9**

DAY	TIME	CABLE/KOCE	DATE
Tuesday	2:30 - 3:30 p.m.	CABLE	1/29/02
Sunday	8:00 – 9:00 a.m.	KOCE	2/3/02
Sunday	8:00 – 9:00 a.m.	CABLE	2/3/02

Students have multiple opportunities for viewing and reviewing telecourses.

- *KOCE*
- *CABLE is limited to the following cable systems:*

Time Warner Cable:	***Channel 95***	*Fountain Valley* *Huntington Beach* *Westminster*
Time Warner Cable:	***Channel 43***	*Garden Grove* *Midway City* *Stanton*
AT&T Broadband:	***Channel 60***	*Costa Mesa*
Adelphia Cable:	***Channel 53***	*Seal Beach*

Students who are unable to take the scheduled midterm or final should schedule an earlier alternate exam date. There will be a 10% penalty for any student completing a midterm or final exam more than seven days after their regularly scheduled exam date as noted in the Student Handbook for this course.

Assignment Sheet

CHILD GROWTH/DEVELOPMENT, Psychology 115

WEEK	DATE	VIDEOLESSON/TITLE	OPTIONAL STUDY GUIDE CHAPTER	TEXTBOOK CHAPTERS/ PAGES	COMMENTS
1	**1/28 - 2/3**	1 Child Development 2 Contexts of Development	1 2	1 3-33 2 36-74	**Mail** Letter of Agreement and Proctor Agreement if applicable.
2	**2/4 - 2/10**	3 Blueprint for Life 4 Great Expectations	3 4	3 75-105 3 105-112	
3	**2/11 - 2/17**	5 First Adaptations 6 The Infant Mind	5 6	4 114-153 5 157-189	SCANTRON for Quiz #1 is due in the Distance Learning Department on or before **Tuesday, Week 4.** Quiz #1 covers Chapters 1 - 4.
4	**2/18 - 2/24**	7 First Feelings 8 A First Year	7 8	6 193-227 Review Chapters 4, 5 & 6	
5	**2/25 - 3/3**	9 Language and Thinking 10 I, Toddler	9 10	7 230-265 8 269-287	

Students who are unable to take the scheduled midterm or final should schedule an earlier alternate exam date. There will be a 10% penalty for any student completing a midterm or final exam more than seven days after their regularly scheduled exam date as noted in the Student Handbook for this course.

WEEK	DATE	VIDEOLESSON/TITLE	OPTIONAL STUDY GUIDE CHAPTER	TEXTBOOK CHAPTERS/ PAGES	COMMENTS
6	**3/4 - 3/10**	11 Risk and Resilience 12 The Typical Twos	11 12	8 287-269 Review Chapters 7 & 8	SCANTRON for Quiz #2 is due in the Distance Learning Department on or before **Tuesday, Week 7.** Quiz #2 covers Chapters 5 - 8
7	**3/11 - 3/17**	6 The Infant Mind 7 First Feelings			**Midterm Review** **Friday, March 8, 2002** **7:30 pm - 9:30 p.m.** **Garden Grove Center** **Room 204**
8	**3/18 - 3/24**	13 The Preschooler's Mind 14 Preschool Social Development	13 14	9 298-333 10 337-354	**Alternate Testing Date** **Thursday, March 21, 2002** You can only take your exam on an alternate date for "**special situations**" and the testing office must approve it. You **MUST** call for an appointment **(714) 241-6210** **Midterm Examination** **Friday, March 22, 2002** **7:30 pm - 9:30 pm** **Garden Grove Center** **Room 204** **Proctored Exams** are due in Distance Learning no later than **Friday, March 22, 2002.**
SPRING RECESS	**3/25 - 3/31**				COAST COMMUNITY COLLEGE will be closed on Friday, March 29. Cable will NOT broadcast. KOCE will broadcast lessons.

Students who are unable to take the scheduled midterm or final should schedule an earlier alternate exam date. There will be a 10% penalty for any student completing a midterm or final exam more than seven days after their regularly scheduled exam date as noted in the Student Handbook for this course.

WEEK	DATE	VIDEOLESSON/TITLE	OPTIONAL STUDY GUIDE CHAPTER	TEXTBOOK CHAPTERS/ PAGES	COMMENTS
9	**4/1 - 4/7**	15 Play and Imagination 16 Three Preschoolers	15 16	10 354-356 10 357-370 Review Chapters 9 & 10	
10	**4/8 - 4/14**	17 The Elementary Mind 18 Me and My Friends	17 18	11 372-407 12 411-443	SCANTRON for Quiz #3 is due in the Distance Learning Department on or before **Tuesday, Week 11** Quiz #3 covers Chapters 9-12.
11	**4/15 - 4/21**	19 Family Influences 20 Getting Along	19 20	Review 12 425-443 15 529-541 Review 352-354 356-358 428-430	**Observation paper due. Must be in the Distance Learning Department on or before Tuesday, Week 12**
12	**4/22 - 4/28**	21 Three Children 22 Teenage Mind and Body	21 22	Review Chapters 11 & 12 13 446-485	**Extra Credit Research Paper due in the Distance Learning Department on or before Tuesday, Week 13.**
13	**4/29 - 5/5**	23 Teenage Relationships 24 Teenage Challenges	23 24	14 489-524 15 541-557 Review 505-507, 510	

Students who are unable to take the scheduled midterm or final should schedule an earlier alternate exam date. There will be a 10% penalty for any student completing a midterm or final exam more than seven days after their regularly scheduled exam date as noted in the Student Handbook for this course.

WEEK	DATE	VIDEOLESSON/TITLE	OPTIONAL STUDY GUIDE CHAPTER	TEXTBOOK CHAPTERS/ PAGES	COMMENTS
14	**5/6 - 5/12**	25 Three Teenagers 26 Childhood Matters	25 26	Review Chapters 13-15 Review all text book Chapter summaries	**Final Review** **Friday, May 10, 2002** **7:30 pm - 9:30 pm** **Garden Grove Center** **Room 204** SCANTRON for Quiz #4 is due in the Distance Learning Department on or before **Tuesday, Week 15** Quiz # 4 covers Chapters 13-15
15	**5/13 - 5/19**	15 Play and Imagination 21 Three Children			**Alternate Testing Date** **Thursday, May 16** You can only take your exam on an alternate date **for "special situations"** and the testing office must approve it. You **MUST** call for an appointment. **(714) 241-6210** **Final Examination** **Friday, May 17, 2002** **7:30 pm - 9:30 pm** **Garden Grove Center** **Room 204** **Proctored Exams** are due in Distance Learning no later than **Friday, May 17, 2002.**

Students who are unable to take the scheduled midterm or final should schedule an earlier alternate exam date. There will be a 10% penalty for any student completing a midterm or final exam more than seven days after their regularly scheduled exam date as noted in the Student Handbook for this course.

WEEK	DATE	VIDEOLESSON/TITLE	OPTIONAL STUDY GUIDE CHAPTER	TEXTBOOK CHAPTERS/ PAGES	COMMENTS
16	**5/20 - 5/26**	5 First Adaptations 23 Teenage Relationships			

Required Observation Paper

The purpose of the observation is to relate theoretical perspectives from the textbook to the observable behavior of children.

1. You are required to observe an individual child or group of children.
   Several observation formats are found on the following pages. Types of observations could include: infant motor development, infant/preschool language development, preschool cognitive/personality development, and interview for middle-years children and adolescents.

2. The required length of the observation paper is 4-5 pages.

3. Include one introductory paragraph that indicates the time, setting, conditions or other pertinent factors affecting the observation.

4. Observations must include a comprehensive analysis of the theoretical perspectives from the text that apply to the behavior. Specific principles of the theorists and research studies that are pertinent should be discussed.

5. Include a coversheet with your name and the course name (Child Development).

Name: _____

ID#: _____

Infant Motor Development

Time Sample - Infant: In the space provided make three five-minute time samples with references to the motor development of an infant from 1 - 15 months. In Column I record the overt behavior of the infant in objective terms on a minute-by-minute basis. In Column 2 make comparative comments using your text and any other references for guides. **Please list all references used.** Use additional sheets as necessary. Be sure to number your time sample and make certain your name is on each page. Discuss the theoretical perspective from the text that pertains to the observation.

Required length is three to four pages.

Infant's Name: _____ Age (in months): _____

Setting: _____ Date of Observation: _____

TIME	OVERT BEHAVIOR	COMPARATIVE COMMENTS (NORMS)

Name: _____

ID#: _____

Infant Or Preschool Language Development

Instructions: Select a child, ages 1 - 5 years. Record three five-minute observations, recording verbatim the speech of the child you have chosen. Note the situations in which the speech occurs and record any dialogues between the children you are observing and other children or teachers. Use additional sheets, as necessary. Discuss the theoretical perspective from the text that pertains to the observation.

Required length is three to four pages.

DATE OF OBSERVATION: _____ NAME OF CHILD: _____

TIME: _____ AGE OF CHILD: _____

ACTIVITY	SPEAKER	SPEECH	INTERPRETATIONS AND OTHER OBSERVATIONS

Name: _____

ID#: _____

Preschool Cognitive/Personality Development

Anecdotal record: Select a preschool child age 2 - 5 years, and record your observation for a 30 minute time period. Record the activity and behavior of the child. List your interpretations after the observation has been completed. Answer the following questions on a separate piece of paper. Include your name at the top.

1. On the basis of the behavior you observed, which stage of cognitive and personality development would you say your child is in? Give behavioral examples that support your judgement. What behaviors did you observe that seem to be representative of other stages?

2. Discuss the theoretical perspective from the text that pertains to the observation.

Required length is three to four pages.

Child's Name: _____ Date: _____

Age: _____ Observation Time: _____

ACTIVITY	Behavior	Interpretations

Sample Questions For Interviewing

Children - An interview may be used with children who have a clear, active vocabulary. Normally children over six years of age can be interviewed. Most students pick the interview for children in the middle years and adolescence.

Popular questions to ask children include:

1. Information Seeking Questions -

    a. Where do we get protein?
    b. What makes people fat/skinny?
    c. What are the most important foods to eat?

2. Thought Provoking Questions -

    a. What is the difference between Halloween and Christmas? Hanukkah and Easter?

    b. Where does God live? What does he do all day? Does he answer prayers? Why did he make man? What is our purpose on earth?

    c. What is the difference between a Presbyterian and Catholic? Jew? Etc.

3. Value Related Questions -

    a. If you were granted three wishes, what would they be?
    b. If you could live anywhere in the world, where would you live?
    c. If you could be anyone in the world, who would you be?
    d. If you were going to the moon and could only take 3 things, what would you take?
    e. If you could change your teacher, school, parents, brother, etc. what one way would you change them?

4. Age/Distance/Numbers (Especially good with preschoolers) -

    a. How old is your Mom? Dad? Grandmother? Teacher?
    b. How old will you be when you have children?
    c. How much money do rich people have?

When writing up the Interview be sure you start with the setting. Next tell the instructor what questions you asked (you should have about 15 questions) and exactly what the student's response was - verbatim, if possible.

Conclusion: Do an analysis of responses relating to psychological development principles found in the text.

Required length is three to four pages.

Extra Credit

Extra credit can be earned in the following way:

Research Paper: One research paper on a child development topic may be submitted for the maximum extra credit points - 20 points. It must be submitted on or before Week 13. This paper must be approximately eight typed, double-spaced pages and must conform to the requirements listed below.

Extra Credit Research Paper Format

1. One of the most important criterion for a paper is good scholarship. Part of good scholarship is giving proper credit for quotations, paraphrases, or ideas taken from another author by citing that author.

2. The next most important aspect of your paper is its organization. It is strongly suggested that you develop a detailed outline of the paper before writing the first draft. You are expected to use four or more references in writing your paper.

3. You should clearly distinguish between the data (observational, facts) known about a subject, and the inferences (hypotheses and theories that are suggested) that have been developed to account for the data.

4. In general, your opinion has little place in a research-oriented term paper. Your task in writing the paper is to survey the literature on the topic and develop an organized presentation of a comparison and analysis of the data and theory relating to the topic. A good analysis of the topic will involve indicating disagreement between different authors as to what are the facts, the appropriateness of each particular theory, and why there is a disagreement. It is not enough to simply say someone is wrong, but you need to justify your statement in some manner by citing a source or some evidence to the effect.

5. The title page should include: title or topic, student's name, class name (Child Development)

6. Keep a copy of your report!

7. Bibliography form:
   a. Arrange all references in alphabetical order by senior author's last name.

      1. Sample bibliography for an article:
         Cohen, Hennig. "Why Isn't Melville for the Masses?" Saturday Review, 16 August, 1969, pp. 19-21.

      2. Sample bibliography form for a book:
         Parker, William R. <u>Milton: A Bibliography.</u> 2 Vols. Oxford: Claredon Press, 1973.

   b. For help in research paper writing style refer to the reference librarian for examples and sources.

8. Footnote form: Footnotes may appear at the bottom of the page.

   a. Footnote sample for a book:
      [1]Elkin, Frederick and Handel, Gerald. The Child and Society. (Random House, 1972), p. 44.

   b. Footnote sample for an article:
      [2]Paul Mussen, "Child Abuse in Today's Society," Redbook, Sept. 1968, pp. 92-97.

Suggested Readings

WEBSITE: your textbook publisher maintains a very useful website with a wide variety of information related to child development. Visit it at http://www.mhhe.com/socscience/devel or www.mhhe.com/dehart4.

PREGNANCY AND CHILDBIRTH

Eisenberg, Murkoff, Hathaway, *What To Expect When You're Expecting*, 1996
Kitzinger, Sheila, *The Complete Book of Pregnancy and Childbirth*, Knopf, 1996
Mayo Clinic, *Complete Book of Pregnancy*, 1994
Samuels & Samuels, *The New Well Pregnancy Book*, 1996
Sears & Sears, *The Pregnancy Book*, 1998
Spencer, *Parenting Guide to Pregnancy*, 1998

INFANCY AND EARLY CHILDHOOD

American Academy of Pediatrics, *Caring for Your Baby and Young Child*, 1996
Better Homes and Gardens, *New Baby Book*, 1998
Briggs, Dorothy, *Your Child's Self-Esteem*, 1970
Jacobs, S.H., *Your Baby's Mind*, Adams, 1996
Kelly & Parsons, *The Mother's Almanac*, Doubleday, 1996
Leach, Penelope, *Your Baby and Child: From Birth to Five*, Knopf, 1997
Sears & Sears, *The Discipline Book*, Little Brown, 1995
Smith, L., *The Encyclopedia of Baby and Child Care*, Warner, 1994

DIVORCE, SINGLE PARENTS, AND STEPPARENTING

Benedek, *How to Help Your Child Overcome Your Divorce*, Newmarket Press, 1998
Broy & Kelly, *Stepfamilies*, Broadway Books, 1998
Engler & Klingus, *The Complete Single Mother's Handbook*, Adams Media,1995
Gardner, R., *The Boys and Girls Book about Divorce*, (Rev.), Bantam, 1995
Gardner, R., *The Parents Book about Divorce (Rev.)*, Bantam , 1996
Hope & Young, *Mamma: The Sourcebook for Single Mothers*, (Rev.) New American Library, 1996
Neuman, *Helping Your Kids Cope with Divorce*, Times Book, 1998
Sullivan, Adam, *The Father's Almanac*, (Rev.), Doubleday, 1996
Teyber, Edward, *Helping Your Child With Divorce*, Pocketbooks, 1997
Visher, *How to Win as a Stepfamily*; Dembner, 1990

HEALTH

Boston Children's Hospital, *The New Child Health Encyclopedia*, Dell, 1997
Feinbloom, *Child Health Encyclopedia (Rev.)*, Dell, 1996
Leach, Penelope, *Your Growing Child*, Knopf, 1990
Pantell, *Taking Care of Your Child*, Addison Wesley, 1997
Pomeranz and Schulze, *The Mothers' and Fathers' Medical Encyclopedia*, (Rev.), New American Library, 1996
Samuel & Samuel, *The Well Baby Book*, Simon & Schuster, 1991
Schmitt, Barton, *Your Child's Health*, Bantam Books, 1991

CHILD BEHAVIOR

Ilg, Ames, & Baker, *Child Behavior-Specific Advice on problems of Child Behavior*, Harper, 1992
Dobson, *How to Parent*, Penguin Books, 1971

Lesson 1 - Child Development

LEARNING OBJECTIVES

1. Summarize what is meant by a developmental perspective in reference to the study of children.
2. Name and describe the key features of development change.
3. Distinguish between the normative and dynamic aspects of development.
4. Describe the factors on which development depends.
5. Explain what a theory is and how it is useful.
6. Recognize the basic concepts and developmental states of Erikson's psychosocial theory and Piaget's theories of cognitive development.
7. Recognize the basic concepts of social learning (cognitive) theory; of information-processing approaches to cognitive development.
8. Distinguish among laboratory experiments, naturalistic observation, and natural experiments.

VIDEO ASSIGNMENT

Watch Videolesson #1.

STUDY GUIDE ASSIGNMENT

Read Chapter 1 - "The Nature and Theories of Development."

TEXTBOOK ASSIGNMENT

Read pp. 3-33.

Lesson 2 - Contexts Of Development

LEARNING OBJECTIVES

1. Name and discuss the four major contexts within which development occurs.
2. Recognize the influence of the historical context in which children develop.
3. Discuss the role of the family in the development of the child and how the changing nature of the family and family life today is affecting children.
4. Discuss the concept of "non-shared environments" and their effects on children from the same family.
5. Explain the influence of such social settings as day care, peer groups, and schools to human development.
6. Explain the relationship among cultures and parenting and child development.
7. Indicate how development itself provides a context for future development.
8. Recognize how the different contexts in which development occurs interact.

VIDEO ASSIGNMENT

Watch Videolesson #2.

STUDY GUIDE ASSIGNMENT

Read Chapter 2 - "Children in Context."

TEXTBOOK ASSIGNMENT

Read pp. 36-74.

Lesson 3 - Blueprint For Life

LEARNING OBJECTIVES

1. Relate the key aspects of development to the prenatal period.
2. Explain what genes and chromosomes are and how they influence development.
3. Recognize how a child's gender is determined and the process of prenatal genetic development.
4. Indicate how genes interact with one another and the environment.
5. Name the three major periods of prenatal development and describe the major characteristics of each in terms of both the developing child and its mother.
6. Explain what a teratogen is and why teratogens generally do more harm to embryos than to fetuses.
7. Identify different procedures that are used to detect fetal problems.
8. Explain how the environmental context influences prenatal development.

VIDEO ASSIGNMENT

Watch Videolesson #3.

STUDY GUIDE ASSIGNMENT

Read Chapter 3 - "Conception and Prenatal Development."

TEXTBOOK ASSIGNMENT

Read pp. 75-105.

Lesson 4 - Great Expectations

LEARNING OBJECTIVES

1. Recognize that birth is a radical transition for the fetus.
2. Outline the sequence and procedures involved in the birth process.
3. Describe, in general, the appearance of the newborn child.
4. Indicate the psychological and social effects on all family members as they adjust to living with an infant.
5. Suggest ways in which new birthing techniques and procedures provide psychological as well as physical benefits for parents and infants.

VIDEO ASSIGNMENT

Watch Videolesson #4.

STUDY GUIDE ASSIGNMENT

Read Chapter 4 - "Birth and the Neonate."

TEXTBOOK ASSIGNMENT

Read pp. 105-112.

Lesson 5 - First Adaptations

LEARNING OBJECTIVES

1. Recognize and appreciate the capabilities of the very young infant.

2. Define the term *reflex* and give examples of reflexes that are survival mechanisms, reflexes that will later be incorporated into more complex voluntary behaviors, and reflexes that disappear as a result of central nervous system development.

3. Describe the sensory capabilities of infants.

4. Discuss the concept of *perception* as it applies to development and relate it to the emergence of an infant's visual perceptual abilities.

5. Describe key principles and patterns in motor development during the first year of a child's life.

6. Compare the various ways in which an infant can learn.

VIDEO ASSIGNMENT

Watch Videolesson #5.

STUDY GUIDE ASSIGNMENT

Read Chapter 5 - "First Adaptations."

TEXTBOOK ASSIGNMENT

Read pp. 114-153.

Lesson 6 - The Infant Mind

LEARNING OBJECTIVES

1. Describe Piaget's sensorimotor period of cognitive development and its six stages.
2. Define object permanence and discuss its gradual development during the sensorimotor period.
3. Indicate the course of memory development in the first 12 months of life.
4. Compare Piaget's theory of cognitive development to alternatives suggested by Fischer, Case, and Bruner.
5. Describe the constraints on cognitive functioning that are characteristic of infancy.
6. Identify the three general themes of cognitive development in the first 2 years of life.

VIDEO ASSIGNMENT

Watch Videolesson #6.

STUDY GUIDE ASSIGNMENT

Read Chapter 6 - "Infant Cognitive Development."

TEXTBOOK ASSIGNMENT

Read pp. 157-189.

Lesson 7 - First Feelings

LEARNING OBJECTIVES

1. Indicate the ways in which newborns are preadapted to become social.

2. Characterize what constitutes sensitive parental care, and recognize the influence contextual factors have on the quality of children.

3. Describe the development of complex emotions that begin to emerge in the second half year of life.

4. Describe the formation of the attachment relationship between infant and caregiver.

5. Give examples of several different patterns of attachment and discuss how the characteristics of caregivers and the temperament of infants contribute to the quality of attachment.

6. Summarize the possible consequences of poor infant care and suggest types of intervention that can be effective.

7. Relate changing patterns of family and of work to the need for child care.

8. Recognize the controversy that exists regarding the relation between infant daycare and the quality of infant-mother attachment.

VIDEO ASSIGNMENT

Watch Videolesson #7.

STUDY GUIDE ASSIGNMENT

Read Chapter 7 - "Infant Social and Emotional Development."

TEXTBOOK ASSIGNMENT

Read pp. 193-227.

Lesson 8 - A First Year

LEARNING OBJECTIVES

1. Summarize the key developmental changes that occur in the first year of life.

2. Recognize and give examples of the integrated nature of a baby's physical, cognitive, social, and emotional growth.

3. Describe how the context in which an infant is nurtured affects his/her development and how context or environment interacts with genetic potential.

4. Using the video portion of a child's first year as the basis for discussion, show how the child's development illustrated the three general principles of development.

5. Indicate the ways a baby actively participates in its own development.

VIDEO ASSIGNMENT

Watch Videolesson #8.

STUDY GUIDE ASSIGNMENT

Read Chapter 8 - "A Look at the Whole Child: The First Year."

TEXTBOOK ASSIGNMENT

Review Chapters 4, 5 & 6

Lesson 9 - Language And Thinking

LEARNING OBJECTIVES

1. Describe the characteristics of a child's first words and sentences.
2. Indicate the conventions that toddlers must learn for combining words and the rules for everyday conversations, as well as those for learning specific words.
3. Discuss the developmental changes involved in learning the sound patterns of a language.
4. Summarize theories of how children learn the meaning of words.
5. Recognize the types of syntactic rules children learn during the preschool period and indicate how they are learned.
6. Compare behaviorist, nativist, and cognitive perspectives on language development.

VIDEO ASSIGNMENT

Watch Videolesson #9.

STUDY GUIDE ASSIGNMENT

Read Chapter 9 - "Toddler Language and Thinking."

TEXTBOOK ASSIGNMENT

Read pp. 230-265.

Lesson 10 - I, Toddler

LEARNING OBJECTIVES

1. Compare the social and emotional capacity of infants and toddlers.
2. Recognize toddlers' need for autonomy and their sociability toward same-age children.
3. Explain the role of caregivers in facilitating toddlers' social/emotional/cognitive growth.
4. Describe how toddlers adopt parental rules and values as part of the process of socialization.
5. Explain how a strong attachment relationship with the caregiver can help a toddler reconcile his/her needs for closeness and security with the need to strive toward independence.

VIDEO ASSIGNMENT

Watch Videolesson #10.

STUDY GUIDE ASSIGNMENT

Read Chapter 10 - "Toddler Social and Emotional Development."

TEXTBOOK ASSIGNMENT

Read pp. 269-287.

Lesson 11 - Risk And Resilience

LEARNING OBJECTIVES

1. Describe the parental characteristics, child characteristics, and contextual factors that may influence the child/caregiver relationship.
2. Recognize the broad range and incidence of behaviors that characterize child abuse and neglect.
3. Indicate why toddlers are particularly vulnerable to abuse.
4. Relate the consequences of child abuse or neglect to the particular form of mistreatment.
5. Summarize research related to the causes of child abuse.
6. Discuss the context of child abuse and neglect, noting factors that increase the risk of abuse and factors that decrease the risk of abuse.

VIDEO ASSIGNMENT

Watch Videolesson #11.

STUDY GUIDE ASSIGNMENT

Read Chapter 11 - "Abuse and Neglect of Children."

TEXTBOOK ASSIGNMENT

Read pp. 287-296.

Lesson 12 - The Typical Twos

LEARNING OBJECTIVES

1. Describe some of the major physical changes that occur during toddlerhood.

2. Give examples of representational and symbolic language and/or thinking skills that emerge during the toddler years.

3. Recognize how emotions are affected by the toddler's developing awareness of self, understanding of others.

4. Describe the changes that tend to occur in the parent-child relationship during toddlerhood.

5. Recognize how the various changes that occur during the preschool period— physical, cognitive, and social—relate to each other and to the orderly, cumulative, and directional aspects of development.

VIDEO ASSIGNMENT

Watch Videolesson #12.

STUDY GUIDE ASSIGNMENT

Read Chapter 12 - "A Look at the Whole Child."

TEXTBOOK ASSIGNMENT

Review Chapters 7 & 8

Lesson 13 - The Preschooler's Mind

LEARNING OBJECTIVES

1. Explain the ways in which preschoolers are active participants in their cognitive development.
2. List and describe the important conceptual tools children begin to acquire in early childhood.
3. Indicate how preschoolers select information to respond to stimuli in their environment.
4. Identify three limitations in thinking that the majority of preschoolers exhibit.
5. Recognize the social communication abilities and limitations of the preschooler.
6. Describe the preschooler's memory abilities and limitations.
7. Define egocentrism, and suggest the cognitive factors and social experiences necessary for children to overcome egocentrism.
8. Discuss the effects of preschool intervention programs on school performance.

VIDEO ASSIGNMENT

Watch Videolesson #13.

STUDY GUIDE ASSIGNMENT

Read Chapter 13 - "Early Childhood Cognitive Development."

TEXTBOOK ASSIGNMENT

Read pp. 298-333.

Lesson 14 - Preschool Social Development

LEARNING OBJECTIVES

1. Indicate how a child's level of curiosity, exploration, and movement toward self-reliance contribute to social competence.
2. Discuss peer relationships in early childhood and their role as components of social competence.
3. Describe ego-resiliency and the behaviors associated with it in early childhood.
4. Relate advances in self-regulation to the emergence of aggression, empathy, and altruism.
5. Explain the process by which children adopt their parents' rules and values as their own.
6. Describe the development of gender roles and sex-typed behavior.
7. Indicate how preschoolers develop a sense of self-constancy and self-esteem.
8. Summarize the parenting practices that support preschoolers' social development.

VIDEO ASSIGNMENT

Watch Videolesson #14.

STUDY GUIDE ASSIGNMENT

Read Chapter 14 - "Social and Emotional Development in Early Childhood."

TEXTBOOK ASSIGNMENT

Read pp. 337-354.

Lesson 15 - Play And Imagination

LEARNING OBJECTIVES

1. Recognize the role of play in a child's social, cognitive, emotional, and physical development.
2. Give examples of what children learn when they experiment with their environment in play.
3. Indicate the various functions fantasy play can serve.
4. Recognize that some play is more productive than other play, and discuss ways in which play can be managed or directed.
5. Discuss the role of play therapy and when and how it is conducted.

VIDEO ASSIGNMENT

Watch Videolesson #15.

STUDY GUIDE ASSIGNMENT

Read Chapter 15 - "Play and Imagination."

TEXTBOOK ASSIGNMENT

Read pp. 354-356.

Lesson 16 - Three Preschoolers

LEARNING OBJECTIVES

1. Review the major physical changes that occur during early childhood.

2. Give examples of how the preschooler's more advanced capacity for mental representation and for using and manipulating symbols facilitates communication and learning.

3. Summarize the ways in which the cognitive advances a child achieves between the ages of $2^1/_2$ and 5 help to foster social and emotional development.

4. Discuss the intimate connection that exists between different aspects of development and how temperament and experience are incorporated into the total child by the preschool period.

5. Recognize that early childhood experiences may manifest themselves later in life and that continuity in development proceeds beyond the preschool period.

VIDEO ASSIGNMENT

Watch Videolesson #16.

STUDY GUIDE ASSIGNMENT

Read Chapter 16 - "A Look at the Whole Child: Ages 2 1/2 -5."

TEXTBOOK ASSIGNMENT

Review Chapters 9 & 10

Lesson 17 - The Elementary Mind

LEARNING OBJECTIVES

1. Compare the cognitive advances and limitations of middle childhood to those of the preschool period.

2. Explain the concept of conservation as it relates to cognitive development in middle childhood; indicate how Piaget and information-processing theorists differ in their view of how children acquire conservation.

3. Describe two kinds of classification skills children attain during middle childhood and the ages at which these skills generally become evident.

4. Differentiate between the basic processes of memory, constructive memory, mnemonic strategies, and metamemory and show how they are related to memory development in middle childhood.

5. Recognize the relationship between peer interaction and cognitive development.

6. Compare informal and formal concepts of intelligence.

7. Examine issues related to IQ testing including predictability, reliability, and cultural bias.

VIDEO ASSIGNMENT

Watch Videolesson 17.

STUDY GUIDE ASSIGNMENT

Read Chapter 17 - "Cognitive Development in Middle Childhood."

TEXTBOOK ASSIGNMENT

Read pp. 372-407.

Lesson 18 - Me And My Friends

LEARNING OBJECTIVES

1. Describe the advances in self-understanding that occur during middle childhood.
2. Discuss the development of the social self and its emergence in middle childhood.
3. Examine the role of peer groups in middle childhood in terms of gender differences, group norms, socialization, and status and popularity within the group.
4. Describe the social skills that are important for group acceptance and the formation of friendships.
5. Compare the strategies that are used by popular and unpopular children to gain group acceptance.

VIDEO ASSIGNMENT

Watch Videolesson #18.

STUDY GUIDE ASSIGNMENT

Read Chapter 18 - "Social and Emotional Development in Middle Childhood: Self and Peers."

TEXTBOOK ASSIGNMENT

Read pp. 411-425.

Lesson 19 - Family Influences

LEARNI NG OBJECTIVES

1. Compare the influence of the family during middle childhood to its importance during toddlerhood and early childhood.

2. Describe the different dynamics that take place within peer and sibling relationships.

3. Discuss the complex emotional ties that exist between brothers and sisters and the factors that influence these relationships.

4. Indicate the ways in which siblings learn from each other.

5. Relate parenting styles to patterns of child behavior and the personality characteristics which children acquire.

6. Indicate the ways in which families influence the gender roles that children acquire.

7. Discuss the possible effects of marital conflict and divorce on school-age boys and girls.

VIDEO ASSIGNMENT

Watch Videolesson #19.

STUDY GUIDE ASSIGNMENT

Read Chapter 19 - "Social and Emotional Development in Middle Childhood: Family Influence."

TEXTBOOK ASSIGNMENT

Read pp. 425-443.

Lesson 20 - Getting Along

LEARNING OBJECTIVES

1. Differentiate between prosocial and aggressive behavior.

2. Trace the developmental changes in aggression that occur from toddlerhood through middle childhood.

3. Compare the developmental course of empathy and altruism to aggression; recognize the cognitive factors that underlie these behaviors.

4. Indicate the ways in which a parent's style of care giving influences a child's prosocial behavior.

5. Summarize the research related to the influence of television on a child's prosocial and aggressive behavior.

6. Discuss the factors that contribute to childhood disorders.

7. Recognize how genetic/biological differences contribute to differences in prosocial and aggressive behavior.

VIDEO ASSIGNMENT

Watch Videolesson #20.

STUDY GUIDE ASSIGNMENT

Read Chapter 20 - "Prosocial and Aggressive Behavior."

TEXTBOOK ASSIGNMENT

Review pp. 529-541.
Review pp. 352-354, 356-358, 428-430.

Lesson 21 - Three Children

LEARNING OBJECTIVES

1. Compare the rate of physical development and growth occurring in middle childhood to those of infancy and toddlerhood.

2. Describe the qualitative cognitive changes that occur during middle childhood.

3. Indicate the major social advances that are achieved during middle childhood.

4. Discuss the interconnection between cognitive and social development and how they influence each other.

5. Recognize the "unevenness" of development and indicate why such occurrences make sense in terms of what is happening to the child at a particular time.

VIDEO ASSIGNMENT

Watch Videolesson 21.

STUDY GUIDE ASSIGNMENT

Read Chapter 21 - "A Look at the Whole Child: Ages 6 through 12."

TEXTBOOK ASSIGNMENT

Review pp. Chapter 11 & 12

Lesson 22 - Teenage Mind And Body

LEARNING OBJECTIVES

1. Contrast the biological changes and physical transformations experienced by girls during puberty with those experienced by boys.

2. Cite the evidence which suggests that changes in brain structure and function may also result from hormonal changes during adolescence.

3. Briefly describe the range of thinking skills that emerge during adolescence and Piaget's theories regarding how these skills develop.

4. Discuss the various criticisms that have been leveled at Piaget's theory of formal operations.

5. Define and give examples of adolescent egocentrism.

6. Summarize Kohlberg's and Piaget's theories regarding the development of moral reasoning.

VIDEO ASSIGNMENT

Watch Videolesson #22.

STUDY GUIDE ASSIGNMENT

Read Chapter 22 - "Physical and Cognitive Development in Adolescence."

TEXTBOOK ASSIGNMENT

Read pp. 446-485.

Lesson 23 - Teenage Relationships

LEARNING OBJECTIVES

1. Relate the stress that can be encountered during adolescence to patterns of growth, the age of the teenager, and cultural perspectives.

2. Identify the key tasks of social development in adolescence.

3. Discuss the concept of personal identity and recognize individual differences in identity formation.

4. Describe the changes in self-concept that occur across the teen years.

5. Characterize the nature of friendship and peer group membership and the relative influence of peers during adolescence.

6. Describe the relationship between parenting patterns and adolescent behavior and the influence of adolescent behavior on parental behavior.

7. Describe the impact of divorce on adolescents.

VIDEO ASSIGNMENT

Watch Videolesson #23.

STUDY GUIDE ASSIGNMENT

Read Chapter 23 - "Social and Emotional Development in Adolescence."

TEXTBOOK ASSIGNMENT

Read pp. 489-524.

Lesson 24 - Teenage Challenges

LEARNING OBJECTIVES

1. Identify the most common problems of teenagers in Western culture and the frequency with which they occur.

2. Given the dangers associated with drugs, suggest reasons for the high incidence of drug use by teenagers.

3. Identify changes in teenage sexual activity during the past 25 years.

4. Develop a profile of a typical victim of bulimia or anorexia nervosa; indicate why someone would engage in self-starvation and what therapeutic approaches tend to help those who are afflicted.

VIDEO ASSIGNMENT

Watch Videolesson #24.

STUDY GUIDE ASSIGNMENT

Read Chapter 24 - "Challenges of Adolescence."

TEXTBOOK ASSIGNMENT

Read pp. 505-507, 510.

Lesson 25 - Three Teenagers

LEARNING OBJECTIVES

1. Explain why adolescence is referred to as the second revolution in development.
2. Describe the biological changes children experience in adolescence.
3. Summarize, in general, the cognitive changes that children experience in adolescence.
4. Indicate the extent to which self-awareness and individuation play a role in the teen years.
5. Contrast peer relationships among adolescents with peer relationships among 6 to 12 year olds.
6. Recognize the ways in which relationships with parents change and mature during adolescence.

VIDEO ASSIGNMENT

Watch Videolesson #25.

STUDY GUIDE ASSIGNMENT

Read Chapter 25 - "A Look at the Whole Child: The Teen Years."

TEXTBOOK ASSIGNMENT

Review Chapters 13 -15.

Lesson 26 – Childhood Matters

LEARNING OBJECTIVES

1. Summarize the arguments about the contribution of childhood experiences to adult development.

2. Recognize the extent and variety of developmental issues that exist.

3. Discuss some major developmental issues that remain for the field of child development.

4. Describe the interaction between a culture's beliefs and values and its social policies related to child development.

VIDEO ASSIGNMENT

Watch Videolesson #26.

STUDY GUIDE ASSIGNMENT

Read Chapter 26 – "Does Childhood Matter? Issues in Child Development."

TEXTBOOK ASSIGNMENT

Review all text materials.

The following section contains Midterm and Final Outlines listing major points, which will be covered at the review sessions by your instructor.

You will also find general Midterm and Final Examination information. You are required to take both the Midterm and Final Exam.

Refer to your assignment sheet for the time and place for your exams.

Unless specifically authorized by your instructor, no books, notes or other supplemental materials are to be used during your midterm and final exams.

Midterm Review Outline

A. Nature of Development
   1. Developmental principles: qualitative and quantitative change, behavioral reorganization
   2. Five theoretical perspectives: Piagetian, psychoanalytical, adaptational, social learning, information-precessing
   3. Methods of studying children: longitudinal, cross-sectional, natural, observational
   4. Terms: normative development, individual development

B. Context of Development
   1. four major contexts: biological, family, social and exonomic, and cultural
   2. Complexities in family context
   3. Effects of single parenting, maternal employment, day care sttings
   4. Cultural changes an dinfluences
   5. Terms: canalization, subcultures, birth order effects

C. Conception and Prenatal Development
   1. Mecanisms of heredity: mitosis, meiosis, genes, chromosomes, patterns of genetic ransmission
   2. Conception: gender determination, infertility, in vitro fertilization, artificial insemination
   3. Prenatal development: germinal, embryonic, and fetal periods, significance of each period.
   4. Teratogens: specific agent, genetic counseling, birth defects
   5. Ways to detect fetal problems: amniocentesis, chorionic villus sampling, ultrasound, alpha fetal protein test
   6. Terms: genotype, phenotype, zygote

D. Birth and neonate
   1. Stages of labor
   2. Birth complication
   3. Low birth weight and prematurity
   4. Trends in childbirth; Lamaze method
   5. Terms: cesarean section, natural childbirth

E. First Adaptations
   1. Reflexes in the newborn; survival and other reflexes
   2. Infant motor skills: eye movements, reaching and grasping, walking
   3. Sensory systems: vision, hearing, smell and taste
   4. Perceptual abilities: depth perception, size and shape
   5. Infant learning: habituation, associative learning, imitative learning
   6. Terms: cephalocaudal and proximodistal development, operant conditioning, shaping, preparedness, preadaptation

F. Infant Cognitive Development
   1. Piaget: six stages of sensorimotor development
   2. Development of object permanence
   3. Memory development in infants
   4. Assumptions of Piaget's theory of cognitive development
   5. Terms: representational thought, assimilation, accommodation, schemes, adaptation, equilibrium.

G. Infant Social an Emotional Development
   1. Development of first half year: newborn as preadapted, reciprocity
   2. Development in second half year: emotional development, stranger distress, attachment
   3. Individual differences: attachment framework, temperament framework
   4. Importance of early care: sensitive period, day care, quality of care
   5. Terms: stranger anxiety, secure attachment, anxious attachments

H. Toddler Language and Thining
   1. Components of language: sounds, structure, meaning, conversational rules, syntax, semantics
   2. Productive and receptive skills
   3. Nature of early language: holophrases, telegraphic speech
   4. Major tasks of early language: sound patterns, words and their meanings
   5. Language environment: environmentalist and nativist points of view
   6. Influences on early speech
   7. Pretend play and use of gestures
   8. Terms: patterned speech, overextension, underextension, child-directed speech

I. Toddler Social and Emotional Development
   1. Socialization from the outside and inside
   2. Growth of sociability: social referencing, peer interaction
   3. Awareness of self
   4. Understanding of others
   5. Parent-toddler relations; scaffolding
   6. Individual adaptations: separation-individuation
   7. Terms: executive competence, affective sharing

J. Parental Abuse and Neglect of Toddlers
   1. Causes: child characteristics, parent characteristics
   2. Environmental context
   3. Prevention and intervention
   4. Terms: maladaptive behaviors, Parents Anonymous

Midterm Essay

Two of the eight essay topics listed below will be selected by the instructor to appear on the midterm exam. In order to receive credit for the objective portion of the exam, you will be required to write on the two selected essay topics.

You may prepare answers to the eight essay topics in advance, but be prepared to write the essays without referring to notes on testing day. They should be concise, well written, and to the point.

Essay Topics

1. Discuss the six major theoretical perspectives of development. Define key concepts, specific stages, important terms as well as strengths and weaknesses of each theory.

2. Discuss the four major contexts within which development occurs. Elaborate upon the relationship of each of these contexts.

3. Discuss aspects of prenatal development. Define the three major stages and elaborate upon teratogens and procedures used to identify fetal problems.

4. Discuss early adaptations and sensory capacities of the infant. Describe motor skills, perceptual abilities and infant learning.

5. Discuss the infant's intellectual development. Describe Piaget's view of cognitive development during this period. Elaborate upon the development of object permanence and memory as well as strategies that can be utilized to enhance the learning environment.

6. Discuss the infant's social and emotional development. Compare the major themes of the first six months and the second six months. Describe individual differences as they occur in an attachment and temperament framework.

7. Describe the toddler's language development process. Discuss language stages and key concepts of language development. Compare the environmentalist and nativist points of view regarding language development.

8. Discuss the toddler's social development. Compare socialization as it unfolds from the outside and the inside. Elaborate upon the awareness of self, individual adaptations, and parent-toddler relationships.

Midterm Examination

Midterm Exam Coverage

Videolessons	**1 through 12**
Textbook Chapters	**1 through 8**
Study Guide Lessons	**1 through 12**

Midterm Grading Breakdown

The midterm exam will consist of 100 multiple-choice questions worth one point each for a total of 100 points and two essay topics, which you will be **required** to write on at the midterm exam. The two essay topics will be worth 10 points each. **In order to receive credit for the objective portion of the exam**, you will be **required** to write on the essay questions.

Final Review

Final Review Outline

A. Early Childhood Cognitive Development

1. Causal reasoning and conceptual tools
2. Understanding quantity: rules of conservation
3. Understanding classes, ordering, transitive inference
4. Distinguishing between appearance and reality
5. Attention and memory abilities
6. Social cognition: egocentrism
7. Terms: classification, seriation, transitive inference, centration

B. Early Childhood Social and Emotional Development

1. Exploring the environment and gaining self-reliance
2. Relationships with peers
3. Self-control and self-management
4. Aggression and prosocial behavior
5. Self-esteem, gender role concepts, sex-typed behavior
6. Individual differences
7. Terms: ego resiliency, hostile aggression, instrumental aggression, empathy, altruism, instrumental dependency

C. Play and Imagination

1. Role of play in development
2. Ways that play changes in early childhood
3. Productive play and therapy play
4. Terms: fantasy play, role playing

D. Cognitive Development in Middle Childhood

1. Conservation concepts: information-processing approach
2. Classification skills: hierarchical and matrix
3. Memory abilities: mnemonic strategies, metamemory
4. Social interaction and cognitive development: peer tutoring
5. Concepts of intelligence: broadening the definition, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory
6. Exploring IQ differences: heredity and environmental factors
7. Terms: concrete operational thinking, intelligence quotient, reaction range

E. Social and Emotional Development

1. Advances in self-esteem and locus of control
2. Erikson's stage of psychosocial development: sense of industry
3. Developmental changes in peer relations
4. Peer groups in school years
5. Terms: social self, locus of control

F. Family Influence in Middle Childhood

1. Parenting styles; authoritarian and authoritative
2. Parental conflict and divorce
3. Gender roles
4. Sibling relationships

G. Prosocial and Aggressive Behavior

1. Description and relationship of prosocial and aggressive behavior
2. Parental roles
3. Models of psychopathology: biological, environmental
4. Childhood disorders: hyperactivity, anxiety disorder
5. Terms: instrumental and hostile aggression, attention- deficit disorder

H. Physical Development in Adolescence

1. Biological changes: norms and individual differences at puberty
2. Hormonal control of puberty: pituitary
3. Appearance changes: secondary sex characteristics
4. Neurological changes at puberty
5. Impact of puberty change and timing
6. Terms: menarche, hypothalamus, gonads

I. Cognitive Development in Adolescence

1. Piaget's stage of formal operations: abstract thinking, hypothetico-deductive reasoning
2. Evaluating Piaget's views
3. Adolescent egocentrism
4. Adolescent moral reasoning: Piaget's Model, Kohlberg's Model
5. Terms: personal fable, moral realism, autonomous morality

J. Social and Emotional Development in Adolescence

1. Social world of adolescence; cross-cultural perspective
2. Erikson's psychosocial stage: search for identity
3. Development of the self
4. Peer relationships
5. Family relationships
6. Terms: social construction view, puberty rites, identity crisis

K. Challenges of Adolescence

1. Problems of adolescence: school, marginal persons
2. Drinking and drugs
3. Problems with sex and pregnancy
4. Emotional problems: depression, suicide, anorexia nervosa, bulimia

L. Developmental Psychopathology

1. Risk factors and protective factors.
2. Biological perspectives: medical models, neurological and physiological models, genetic models.
3. Environmental perspectives: sociological models, behavioral models, psychodynamic models, family models.
4. Developmental perspective.
5. Childhood disorders: autism, conduct disorders, attention deficit/hyperactivity disorder, anxiety disorders.

Final Examination

FINAL EXAM COVERAGE

Videolessons	**13 through 26**
Textbook Chapters	**9 through 15**
Study Guide Lessons	**13 through 26**

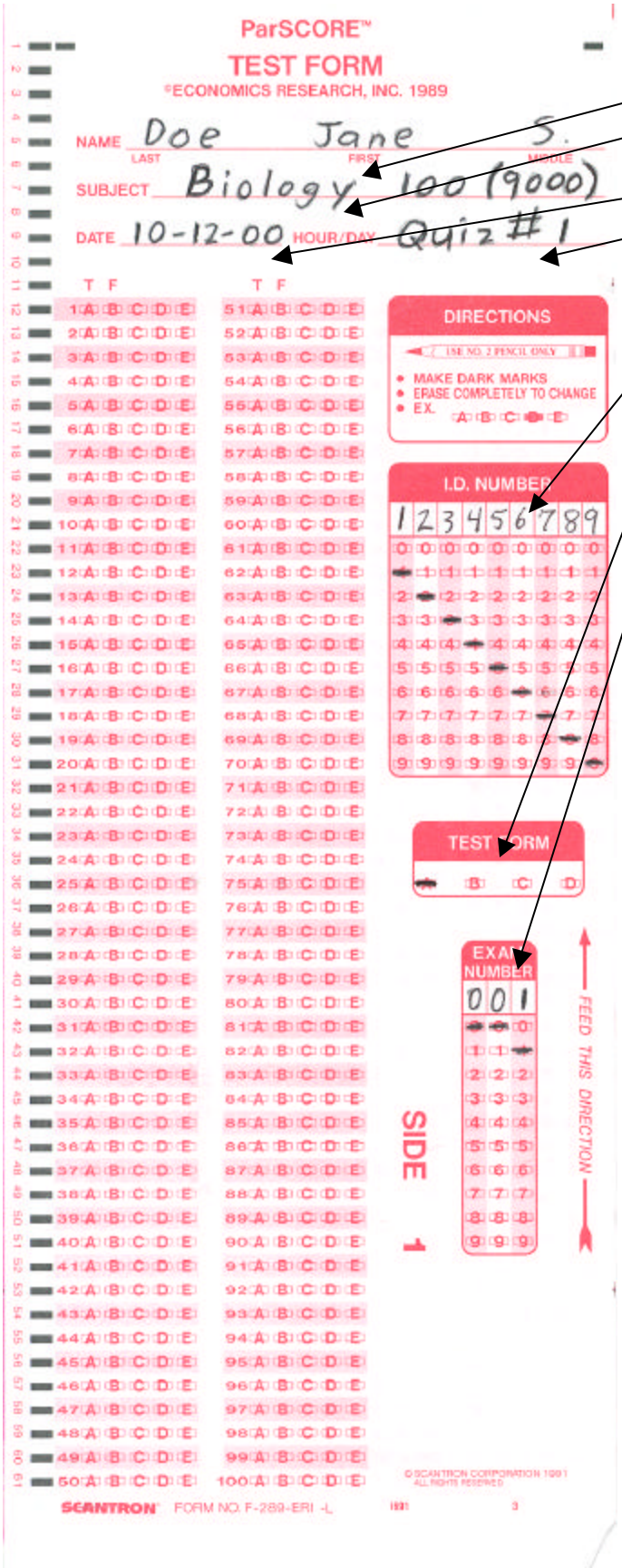
FINAL GRADING BREAKDOWN

The final exam will consist of 130 multiple-choice questions worth one point each for a total of 130 points.

The following is an example of a scantron to be used as a guide in completing each quiz scantron

IT IS IMPERATIVE THAT YOU FOLLOW THESE INSTRUCTIONS.

Scantron[tm] Instructions



1. Use only a number 2 pencil.
2. Write your **Name** on the **Name Line**.
3. Write your Subject and Section Number on the Subject line.
4. Write the Date on the Date Line.
5. Write the description of which assignment you are turning in on the Hour/Day Line.
6. Write in and bubble in your ID Number.
7. Bubble in the proper Test Form (If no test form is listed bubble in Form A)
8. Write in and bubble the quiz, lesson or field trip number on the **Exam Number**.

Failing to follow these instructions may result in your assignments not being scored properly.

Quiz 1

Textbook Chapters 1-4
Chapter 1

1. Qualitative changes during development refer to
   A. changes that are too small to quantify
   B. increases in children's abilities
   C. changes that seem inexplicable
   D. transformations in a child's abilities or characteristics over time

2. The general changes in behavior shown by most children as they grow older would be termed _____ developmental changes.
   A. individual
   B. atypical
   C. normative
   D. evolutionary

3. In this philosopher's view, children are neither good nor bad by nature, but become what they become because of their environment.
   A. Locke
   B. Rousseau
   C. Piaget
   D. Darwin

4. Information-processing theorists are particularly interested in
   A. a series of clearly defined stages marked by qualitatively different cognitive abilities
   B. age-related changes in memory and problem-solving skills
   C. a set of cognitive skills that must be learned through processes of imitation and reinforcement
   D. All of the above

5. Much of the current research done from a sociocultural perspective has been influenced by the works of:
   A. Lev Semyonvich Vygotsky
   B. Jean Piaget
   C. Albert Bandura
   D. John Locke

6. According to psychoanalytic theory, our biological urges and primitive drives are in a part of the mind called the
   A. Superego
   B. Ego
   C. Alter ego
   D. Id

7. Which of the following is not true of Erikson's theory of development?
   A. Personality and emotional development are assumed to occur throughout the lifespan.
   B. Critical social relationships during the first year of life can influence later social development.
   C. Inappropriate emotional experiences during early life may lead to fixations in a particular developmental stage.
   D. Developmental stages are qualitatively distinct, and an individual passes through the stages in a particular order.

8. Bowlby's theory was most heavily influenced by
   A. an evolutionary focus on adaptation and Freud's emphasis on early social relationships
   B. Freud's emphasis on feeding and a social learning approach to attachment
   C. Freud's emphasis on infantile sexuality and Piaget's concept of stages
   D. evolutionary theories on feeding and Piaget's concept of stages

9. The stability vs. change issue is concerned with
   A. whether development occurs gradually or in clearly defined stages
   B. whether early experience has a decisive influence on later development
   C. whether current experience has any impact on future development
   D. whether development can occur without change

10. Naturalistic observation uses methods that are similar to those used in the field of
   A. chemistry
   B. physics
   C. ethology
   D. botany

Chapter 2

11. Spitz (1945) observed that infants in institutions became apathetic, unresponsive, and withdrawn, probably because of
   A. inadequate physical care
   B. lack of physical and social stimulation
   C. overstimulation from the noisy environment
   D. serious malnutrition and disease

12. According to Bronfenbrenner, the individual child's initial contribution to the process of development is
   A. unique responses to the environment
   B. the beginnings of personality
   C. his or her biological makeup
   D. a particular temperament

13. Which of the following statements regarding the care of moderately premature infants is true?
    A. Middle-class parents provide more care than low-income parents because they are not burdened by poverty.
    B. Low-income parents provide more care than middle-class parents because they are less concerned with careers and making money.
    C. Middle-class parents give more care to full-term infants than premature infants because full-term infants are more active.
    D. The negative effects of prematurity are only slightly influenced by the quality of care for the first three years.

14. Siblings influence each other's development
    A. directly, by serving as teachers and models
    B. directly, by serving as companions for each other
    C. indirectly, by affecting their parents' behavior
    D. All of the above

15. Current estimates are that about _____ percent of American children born in the 1990's will spend at least part of their childhood in a single-parent home.
    A. 10
    B. 25
    C. 55
    D. 75

16. Which of the following situations is most likely to have <u>negative</u> effects on a child's development?
    A. A mother who works full time and is satisfied with her situation.
    B. A mother who stays at home and is dissatisfied with her situation.
    C. A mother who works full time and a father who stays at home.
    D. A mother who works part time and stays at home part time.

17. In comparison to children of older mothers, children of teenage mothers
    A. show no cognitive lags
    B. show similar amounts of behavioral problems
    C. show higher than average rates of school failure
    D. show lower rates of teen pregnancy

18. Which statement about parenting is the most accurate?
    A. Parenting techniques favored by middle-class families are almost always superior to those favored by lower-class families
    B. The best parenting technique may be dependent upon the socioeconomic neighborhood in which the family resides
    C. In poor, inner-city neighborhoods a parenting style based on reasoning is usually the best.
    D. In poor, inner-city neighborhoods a parenting style that allows for much self-expression in children may be the best.

19. Research to date on children with homosexual parents suggests that
    A. parental adjustment and attitudes toward child rearing are more important than parental sexual orientation
    B. homosexual parents tend to be less involved with their children than heterosexual parents
    C. children reared by a homosexual parent often have difficulties establishing a clear gender identity
    D. children reared by a homosexual parent are at heightened risk for psychopathology

20. Researchers comparing parenting practices in middle-class and working-class families have discovered that
    A. working-class parents are more likely to use physical discipline
    B. middle-class parents are more likely to attempt to reason with their children
    C. excellent and poor quality child care are found in both middle-class and working-class families
    D. All of the above

Chapter 3

21. Chromosomes are comprised primarily of
    A. deoxyribonucleic acid
    B. proteins
    C. gametes
    D. hormones

22. The two chromosomes that make up each of your _____ pairs of chromosomes are called _____.
    A. 46;heterozygoses
    B. 23; homologues
    C. 46; dizygotes
    D. 23; gonads

23. The X and Y chromosomes are referred to as the
    A. autosomes
    B. sex chromosomes
    C. dizygotic chromosomes
    D. All of the above

24. Fertilization of the ovum generally occurs in the
    A. fallopian tube
    B. ovary
    C. uterus
    D. vagina

25. Monozygotic twins are the result of
    A. two ova being fertilized by different sperm at the same time
    B. one ovum being fertilized by two different sperm
    C. one sperm fertilizing two different ova
    D. a fertilized ovum dividing into two zygotes

26. The heart and digestive system develop before limb buds, which develop before fingers and toes. This sequence of development illustrates
    A. organogenesis
    B. the proximodistal pattern
    C. the cephalocaudal pattern
    D. embryonic inductions

27. Approximately what percentage of fertilized eggs with genetic problems are miscarried?
    A. About 90 percent
    B. About 50 percent
    C. About 25 percent
    D. About 10 percent

28. Which of the following statements about maternal age and childbearing is true?
    A. Successful implantation of a fertilized egg becomes less likely after age 30.
    B. Women who become pregnant after age 30 have almost as good a chance of bearing a normal baby as younger women do.
    C. Except for Down syndrome, birth defects do not become more common with increasing maternal age.
    D. All of the above

29. A pregnant woman has had amniocentesis performed, and is informed that there is an excessive amount of alpha-fetoprotein in her amniotic fluid. What might this indicate about her pregnancy?
    A. The fetus is likely to have Down syndrome.
    B. The fetus has a heart defect.
    C. The fetus is growing faster than normal.
    D. The fetus has a malformed brain or spine.

30. The first two weeks of prenatal development are known as
    A. the fetal period
    B. the germinal period
    C. the embryonic period
    D. the post-conceptual period

Chapter 4

31. How do a newborn's sleep states differ from those of an adult?
    A. Newborns do not show evidence of active sleep.
    B. Newborns spend much less time in active sleep than adults do.
    C. Newborns spend much more time in active sleep than adults do.
    D. Newborns alternate active and quiet sleep more regularly than adults do.

32. Approximately what percentage of the time do newborns spend crying?
    A. 3 percent
    B. 5 percent
    C. Less than 10 percent
    D. 20 percent or more

33. The Babinski reflex consists of
    A. turning the head, opening the mouth, and closing the eyes in response to pressure applied to the palms of both hands.
    B. flinging the arms outward and then bringing them rapidly together in response to startling stimulus.
    C. fanning the toes outward and twisting the foot inward in response to the side of the foot being stroked.
    D. turning the head to the side, extending one arm and leg, and flexing the other in response to being placed on the back.

34. The average infant becomes able to walk well at about age
    A. 5-8 months
    B. 6-10 months
    C. 11-14 months
    D. 14-22 months

35. An infant is repeatedly presented with a musical tone that captures his attention. After 30 seconds of listening to the tone, the infant loses interest in it. Which of the following learning processes explains this?
    A. Orienting response
    B. Habituation
    C. Classical conditioning
    D. Associative learning

36. Classical conditioning plays a limited role in development because
    A. it cannot explain the emergence of new behaviors
    B. it cannot be reliably produced in children under 6 months of age
    C. it occurs only in the laboratory
    D. All of the above

37. An infant's earliest refined motor skill is eye movement, which becomes mature long before grasping or walking. This illustrates the principle of
    A. cephalocaudal development
    B. proximodistal development
    C. differentiation
    D. reorganization

38. Which of the following behaviors is typical of a 10-month-old when reaching for an object that is just beyond their grasp?
    A. They will reach for it several times without leaning, then give up if they can't get it.
    B. They will reach and lean toward the object simultaneously.
    C. They will lean toward the object, but fail to reach for it at the same time.
    D. They will ignore objects beyond arm's length, indicating depth perception.

39. Color discrimination abilities have been demonstrated in infants as young as
    A. 1 day old
    B. 7 weeks old
    C. 2 months old
    D. 4 months old

40. What is a common treatment for amblyopia caused by strabismus?
    A. Cover the dominant eye to force the other eye to acquire normal function.
    B. Fit the child with powerful hearing aids to amplify sounds.
    C. Perform a corneal implant.
    D. Fit a child with glasses only after they are past the critical period for visual development.

Quiz 2

Textbook Chapters 5-8

Chapter 5

1. Which of the following statements concerning Piaget's conception of the sensorimotor period is true?
   A. The age at which children enter each stage is the same for all children in all cultures.
   B. The behaviors that define each stage represent the most advanced level of performance for that stage.
   C. Piaget's theory is now accepted by all psychologists as the correct account of cognitive development.
   D. The sensorimotor period is subdivided into 5 stages.

2. One of Piaget's enduring contributions to developmental psychology is the view that
   A. cognitive development consists of a child's active construction of a system for understanding the world
   B. children are born with all the cognitive structures they need to learn and understand the world around them
   C. children's minds are like little computers in their ability to take in and process information
   D. proper cognitive development is only possible if adults provide constant teaching and stimulation

3. Piaget assumed that infants were
   A. mainly passive recipients of information from the environment
   B. able to understand the world only through sensation and action
   C. unable to learn from the accidental consequences of their actions
   D. All of the above

4. _____ is the process by which children change to function more effectively in their environment.
   A. Assimilation
   B. Adaptation
   C. Accommodation
   D. Equilibrium

5. Primary circular reactions are repetitive acts centering on
   A. automatic behavior patterns present from birth
   B. the infant's own body
   C. objects in the environment
   D. trial-and-error experimentation

6. Secondary circular reactions are repetitive acts centering on
   A. automatic behavior patterns present from birth
   B. the infant's own body
   C. objects in the environment
   D. trial-and-error experimentation

7. The appearance of deferred imitation during stage 6 of the sensorimotor period is one indication that the infant is becoming capable of
   A. social interaction
   B. representational thought
   C. sensorimotor schemes
   D. coordinating schemes

8. In Piaget's theory, children acquire a mature understanding of object permanence at about
   A. 12 to 18 months of age
   B. 18 to 24 months of age
   C. 24 to 30 months of age
   D. 30 to 36 months of age

9. Research has indicated the following about Piaget's account of the development of object permanence:
   A. Piaget was right about the sequence of development but underestimated the rate of its development.
   B. Piaget was right about the sequence of development but overestimated the rate of its development.
   C. Piaget was right about both the sequence and rate of development for object permanence.
   D. Piaget was wrong about both the sequence and rate of development for object permanence.

10. An infant is shown the same picture of a house 5 times, then 24 hours later, the infant is shown the picture of the house from the previous day, along with a picture of a different house. The amount of time spent looking at each picture is measured. This procedure is a test of
    A. recall memory
    B. recognition memory
    C. object permanence
    D. procedural memory

Chapter 6

11. Which of the following is <u>not</u> part of the newborn's predisposition to participate in social interactions?
    A. A built-in ability to signal physical and psychological needs.
    B. An inborn wariness of strangers.
    C. A built-in attraction to human faces and voices.

D. A tendency to fall in step with the caregiver's behavior.

12. Newborns' cries function as social communications because
    A. they are infants' first voluntary acts
    B. adult caregivers interpret them as social signals
    C. infants intend to manipulate adults' behavior with them
    D. All of the above

13. Newborns' attention is naturally drawn to human faces. Why does this seem to be the case?
    A. Infants innately recognize the pattern of the human face.
    B. Infants prefer visual stimuli with many light/dark contrasts, which is characteristic of faces.
    C. Faces are often followed by food reinforcement, so looking at faces is strengthened conditioning.
    D. People usually hold their heads very still when looking at infants, and infants prefer stimuli.

14. Generalizing from the text, what would a sensitive parent look for in their infant as the first sign that social stimulation is overly arousing?
    A. The infant will cry with an abrupt onset.
    B. The infant will begin to kick its legs.
    C. The infant will frown and grimace.
    D. The infant will turn his head away.

15. At what age do babies begin to smile preferentially at people who are familiar to them?
    A. 1 month
    B. 2 months
    C. 3 months
    D. 9-12 months

16. The enduring emotional tie between infant and caregiver that is established through repeated interaction over time is called
    A. bonding
    B. attachment
    C. dyadic regulation
    D. reciprocity

17. In virtually all cultures, infants show signs of anxiety when separated from their caregiver
    A. soon after birth
    B. around three months of age
    C. by one year of age
    D. after one year of age

18. According to your textbook, about what percentage of infants are classified as securely attached?
    A. 10-20 percent
    B. 25-50 percent
    C. 60-70 percent
    D. over 90 percent

19. Brian's parents say he is an easygoing child who rarely cries and is easily quieted when he gets upset. Danny's parents call him a "terror" who is easily upset, cries a lot, and is hard to quiet. Brian's and Danny's patents are describing differences in
    A. attachment
    B. temperament
    C. atonement
    D. inner working models

20. Current research on infant day care suggests that
    A. day care before 12 months is associated with anxious-avoidant attachments.
    B. the majority of infants in day care develop secure attachments to their mothers.
    C. the quality of day care may affect the likelihood of attachment problems
    D. All of the above

Chapter 7

21. Which of the following statements about language is false?
    A. Language is abstract and rule-governed.
    B. Language consists of arbitrary symbols.
    C. Language must be spoken or speakable.
    D. Language involves the combination of symbols in countless new ways.

22. The system of sounds in a particular language is known as
    A. morphology
    B. phonology
    C. semantics
    D. pragmatics

23. A psychologist who studies children's production of the words "my daddy is having a baby" is interested in
    A. semantics
    B. syntax
    C. phonology
    D. morphology

24. The grammatical structure of a language, including rules for specifying the order and function of words in a sentence, is known as
    A. syntax
    B. semantics
    C. morphology
    D. phonology

25. One day 2-year-old Meryl was watching her mother get ready to go to work. Karen said to Meryl, "Now bring Mommy her brown shoes." Meryl responded by going to the closet, getting the right pair of shoes, and bringing them to Karen, saying "Mommy shoes." In this situation, Meryl seems to be
    A. unusually bright for a child who was slow to develop language
    B. able to understand sentences longer than the ones she could produce
    C. carrying out an action without really understanding what she is doing
    D. using baby talk so that her mother will stay home with her instead of going to work

26. Whenever 11-month-old Jeremy sees a cat he will point at it and say "pu-ga." This utterance would be an example of
    A. cooing
    B. vocal play
    C. a protoword
    D. overregularization

27. When Bruce asks his mother to take him out to play with a ball, he says, "Playit the ball." Bruce's use of the word "playit" is an example of
    A. an overproductivity error
    B. an overregularization error
    C. a segmentation error
    D. a vocabulary spurt error

28. When a child uses the context in which an unfamiliar word is presented to make guess as to its meaning, the child engaged in
    A. overextension
    B. vocabulary generalization
    C. transitory itemizing
    D. fast mapping

29. A preschool child who says, "I eated the cake" is demonstrating that
    A. he has overregularized the rule for the regular past tense
    B. he knows nothing about the rules for forming the past tense
    C. his parents frequently use ungrammatical language
    D. he has misunderstood the past tense of "eat"

30. Which of the following seems to be the primary benefit for the child of parents' use of child-directed speech (CDS)?
    A. The overall rate of language acquisition is faster in children whose parents use extensive CDS.
    B. CDS provides an important model for language development.
    C. The higher pitch of speech is easier for the infants to hear.
    D. CDS provides opportunity for conversational participation on the part of the child.

Chapter 8

31. The term socialization refers to
    A. children's interaction with parents and other adults
    B. children's interaction with sibling and other children
    C. the process of acquiring the rules and values of a society
    D. All of the above

32. During toddlerhood, children seem to naturally acquire the rules and values of their culture through their participation in relationships with caregivers. This process is referred to as _____ by Rogoff.
    A. sublimation
    B. conditioning
    C. affective sharing
    D. appropriation

33. The process of redirecting biological drives and impulses from unacceptable goals toward socially acceptable directions was termed _____ by Freud.
    A. sublimation
    B. repression
    C. channeling
    D. guided self-regulation

34. You want your child to grow up as a caring, moral person. According to contemporary social learning theorists, you should
    A. punish antisocial behavior immediately and firmly
    B. punish antisocial behavior immediately but mildly
    C. reward prosocial behavior and ignore antisocial behavior
    D. provide clear models of prosocial and moral behavior

35. During the toddler period, children's contact with their caregivers changes in which of the following ways?
    A. The need for physical contact temporarily increases.
    B. Physical contact begins to be replaced by psychological contact.
    C. Contact is almost always initiated by the caregiver, not by the child.
    D. All of the above

36. Toddlers' emerging sense that they can control events and accomplish things on their own is referred to as
    A. toddler negativism
    B. self-awareness
    C. social referencing
    D. executive competence

37. The use of cues from another person, such as their facial expression or tone of voice, to guide one's own behavior is called
    A. sublimation
    B. affective sharing
    C. vicarious learning
    D. social referencing

38. Games between toddlers are often centered on
    A. imitation of each other's behavior
    B. competition to see "who is best"
    C. object permanence ability
    D. playing alone with the little genuine interaction

39. Two-year-olds show and understanding of the "possessions" rule; this means that, compared to 18-month-olds, they are
    A. more likely to try to take and object from a peer
    B. more likely to relinquish an object to a peer with prior claim to it
    C. less likely to negotiate with a peer about an object
    D. All of the above

40. Mikey, a toddler, tells his father that he needs help going to the bathroom. Mikey's efforts, and his father's, is an example of
    A. guided self-regulation
    B. scaffolding
    C. positive self-regulation
    D. reciprocal differentiation

Quiz 3

Textbook Chapters 9-12

Chapter 9

1. Rachel says to her father who is sitting across the room, "Daddy, look at this picture in the book!" Without turning the book around so her father can see it, Rachel holds up the book. Her behavior is characteristic of _____ thinking.
   A. sensorimotor
   B. presymbolic
   C. egocentric
   D. transductive

2. Which of the following best describes Piaget's account of how children develop conservation abilities?
   A. Most children go from being non-conservers to being conservers essentially overnight.
   B. Children become able to solve all of the various types of conservation problems at about the same time.
   C. Children are unable to solve conservation problems until they understand all the underlying principles.
   D. Children go though a transition period in which they have a partial understanding of conservation.

3. Preschoolers have trouble with complex classification tasks because
   A. they tend to sort objects along one dimension at a time, such as color or shape
   B. they try to use several dimensions at a time in their sorting and get confused
   C. they have trouble using any dimensions for sorting consistently
   D. All of the above

4. Piaget found that children could consistently arrange a set of seven sticks in order of length by about age
   A. 3 years
   B. 5 years
   C. 7 years
   D. 9 years

5. Attempts to train preschoolers on the appearance-reality distinction have been
   A. highly successful
   B. successful only for certain types of problems
   C. successful mainly for older preschoolers
   D. generally unsuccessful

6. Preschoolers' memory performance is inferior to that of older children and adults in which of the following ways?
   A. They show evidence of recognition, but not recall memory.
   B. They are clearly inferior only when they are not told in advance that they will have to remember something.
   C. They usually do not recognize the need to use strategies to remember information.
   D. All of the above

7. Before children can overcome egocentrism, they first must realize that other people have thoughts and desires different from their own. John Flavell refers to this realization as
   A. social induction
   B. transitive inference
   C. knowledge of existence
   D. the zone of proximal development

8. Which of the following statements about scripts is false?
   A. Scripts are abstract representations of action sequences.
   B. Shared knowledge of scripts greatly facilitates peer communication between preschoolers.
   C. Learning of scripts steadily increases across the childhood years.
   D. Scripts are even more important in adult-child communication than in peer communication.

9. Which statement about a 4-year-old's understanding of animism is true?
   A. They do not realize yet that nonliving things grow.
   B. They do have trouble understanding biological processes that violate their assumptions about the nature of living things.
   C. They understand even complicated processes such as metamorphosis.
   D. All of the above

10. Young children's testimony is most likely to be accurate if
   A. they are asked very specific, concrete questions
   B. they are asked questions that suggest a certain answer
   C. they are asked the same question several times
   D. they are asked questions about events they observed

11. A preschool teacher is getting ready to take her class of 3-year-olds for a walk to the park. She tells the children to line up at the door but not to go outside until she tells them to. The children line up and immediately start out the door. The most likely explanation of their behavior is
    A. they did not hear the teacher's instructions
    B. the instructions were too complicated for them to understand
    C. they lack the ability to inhibit behavior, even when told to do so
    D. when they get into a group, children of this age enjoy disobeying authority figures

12. The perception of a stable self that endures despite varied behaviors and varied responses from others is known as
    A. self-image
    B. self-esteem
    C. self-constancy
    D. self-efficacy

13. Children begin to acquire gender-role concepts, or the abstract cultural beliefs about gender differences, when they are
    A. 1 to 2 years old
    B. 2 to 3 years old
    C. 4 to 5 years old
    D. 8 to 9 years old

14. Three-year-old Martin sees his best friend Newt dressed as an old woman on Halloween. Martin is not sure if Newt has become a girl or is still a boy. Martin has not yet acquired an understanding of
    A. sex-typing
    B. gender roles
    C. sex-immutability
    D. gender constancy

15. Identification with the same-sex parent as a means of acquiring a gender role is emphasized by
    A. social learning theory
    B. self-constancy theory
    C. psychoanalytic theory
    D. gender schema theory

16. Changes in preschoolers' ability to tolerate frustration lead to increases in which of the following behaviors toward their parents?
    A. direct defiance
    B. passive noncompliance
    C. negotiation
    D. All of the above

17. The concept of ego resiliency refers to a child's ability to
    A. bounce back from disappointments and setbacks
    B. control impulses and behavior
    C. control emotions and their display
    D. modify self-restraint to fit the circumstances

18. Malcolm is very well-behaved when in church, sitting quietly and resisting the urge to squirm and fidget. At play, however, he is very active and exuberant. This pattern of behavior reflects high
    A. ego resiliency
    B. ego control
    C. self-constancy
    D. self-efficacy
19. A child is impulsive, lacking in self-control, and is dependent on others. According to Diana Baumrind, this child's parents probably employ a(n) _____ style of parenting.
    A. authoritarian
    B. authoritative
    C. permissive
    D. disconnected

20. Which factor appears to greatly influence a child's prosocial behavior?
    A. Schooling
    B. Enrollment in a good daycare
    C. The parent's style of caregiving to the child
    D. The level of altruism in the child

Chapter 11

21. Which of the following is <u>not</u> one the important cognitive changes that occur during middle childhood?
    A. Object permanence abilities improve
    B. A marked decline in centration occurs
    C. Children become more able to distinguish reality from superficial appearances
    D. Children begin to reflect on their own thinking processes

22. Which of the following is a cognitive limitation apparent in the thinking of children during middle childhood?
    A. Children in middle childhood have no understanding of how their thinking processes operate.
    B. Children in middle childhood often reason poorly due to insufficient knowledge.
    C. Children in middle childhood have great difficulty distinguishing reality from superficial appearances.
    D. All of the above are limitations in middle childhood.

23. Information-processing explanations of the development of children's conservation abilities differ from Piaget's because they emphasize changes in children's use of
    A. rules and problem-solving strategies
    B. logical operations
    C. physical experimentation
    D. verbal explanations

24. Piaget's class inclusion task is used to assess children's understanding of
    A. hierarchical classification
    B. matrix classification
    C. the principles underlying conservation
    D. transitive inference

25. School-aged children's increasing skill at playing Twenty Questions demonstrates their increasing understanding of
    A. transitive inference
    B. hierarchical classification
    C. serial classification
    D. matrix classification

26. Which of the following best describes 5 and 6-year-olds' use of mnemonic strategies?
    A. They are unable to apply mnemonic strategies even with coaching.
    B. They do not often spontaneously use mnemonic strategies.
    C. Their use of mnemonic strategies is developing rapidly.
    D. Their use of mnemonic strategies is essentially mature.

27. While preparing for a test of the state capitals, a fifth grader says to herself, "I know I won't remember these if I just try to memorize the list. I'll think of some trick to associate each capital with its state." She is demonstrating
    A. constructive memory
    B. scaffolding
    C. metamemory
    D. rehearsal

28. Swiss researchers studying the effects of peer interaction on children's understanding of conservation found that
    A. working with another child sometimes improved a child's performance on one task, but not on other related tasks.
    B. children's grasp of conservation sometimes improved when they spent time working with a less advanced child.
    C. whatever improvement in performance occurred seemed to be due to the less advanced child imitating the more advanced.
    D. working with another child on conservation problems generally had no effect on children's understanding of the problems.

29. Which of the following is not included in Howard Gardner's theory of multiple intelligences?
    A. Esthetic intelligence
    B. Linguistic intelligence
    C. Spatial intelligence
    D. Interpersonal intelligence

30. In Sternberg's triarchic theory of intelligence, the componential element of intelligence represents
    A. the amount of knowledge a person has acquired
    B. the environment in which particular actions are taken
    C. the information-processing skills a person uses in problem solving
    D. skill in anything that involves complex movement of the body

Chapter 12

31. Freud described middle childhood as a period of
    A. sexual latency
    B. intense sexual interest
    C. sexual experimentation
    D. great embarrassment about sexual matters

32. Which of the following is <u>not</u> a central developmental issue during middle childhood?
    A. consolidating a sense of self
    B. working out the rules of same-sex friendships
    C. understanding the opposite sex
    D. understanding emotions

33. The _____ refers to a concept of the self comprised of characteristics such as mental abilities and typical ways of feeling.
    A. ego
    B. psychological self
    C. social self
    D. public self

34. According to the text, children first begin to use social comparison for evaluating themselves at around _____ years of age.
    A. 3 to 4
    B. 5 to 6
    C. 7 to 8
    D. 12 to 14

35. Which of the following descriptions of a classmate would be most typical of a 6-year-old?
    A. Robert has red hair and glasses. He wears Air Jordan sneakers. He plays with me at recess.
    B. Lisa is pretty and wears nice clothes. Most everyone likes her, but she can be mean sometimes if someone does something she doesn't like.
    C. Elliott has blue eyes and freckles. He reads and spells better than anyone else in the class. He can be kind of moody at school.
    D. Sarah is nice. She has long blonde hair. She talks a lot, but she is really kind of shy until you get to know her.

36. During middle childhood, children who are friends interact with each other differently than non-friends in that they
    A. show more positive emotion toward each other
    B. are less concerned with equity in distributing rewards
    C. are less competitive with each other
    D. All of the above

37. The informal rules that guide the social conduct of children in a peer group are
    A. peer group norms
    B. friendship networks
    C. social comparison processes
    D. procedural rules

38. Eleven-year-old Boris was hoping to get a new watch from his grandmother for his birthday. When he opened the gift from his grandmother, all Boris found was a pair of socks. Despite his disappointment, Boris smiled and said, "Thanks, Grandma!" This example demonstrates Boris has knowledge of
    A. social comparison norms
    B. social agency
    C. display rules
    D. border work

39. Regarding the treatment of boys and girls by parents during middle childhood, which of the following statements is generally true?
    A. Boys are monitored closely, girls are given more freedom to explore.
    B. Girls are encouraged to be unselfish, boys are encouraged to be assertive.
    C. Boys are encouraged to become engaged in activities around the home, girls are encouraged to be hardworking.
    D. All of the above

40. Sibling relationships provide a particularly good setting for children to learn how to deal with anger and aggression in a relationship because
    A. siblings cannot cut off future contact with each other after a fight
    B. sibling are more similar to each other than most peers are
    C. siblings have a more unequal relationship than peers do
    D. siblings can more easily call on an adult to mediate their conflicts

Quiz 4

Textbook Chapters 13-15

Chapter 13

1. Over the past 100 years, the average age of menarche in the United States has
   A. declined
   B. increased
   C. increased after a period of decline
   D. remained relatively stable

2. Meg, a serious ballet student, has just started to menstruate at age 16. Her slow pubertal development is
   A. highly unusual for a physically active young woman
   B. outside the normal range for completing puberty
   C. not unusual for a serious ballet student
   D. probably a sign of a genetic abnormality

3. What does current research suggest about the role of weight in pubertal development?
   A. Menarche and the growth spurt both seem to be controlled by body weight.
   B. The growth spurt seems to be controlled by body weight, but menarche does not.
   C. Factors related to weight, such as body fat percentage, seem to play a greater role.
   D. Body weight seems to play a role in the pubertal development of girls but not of boys.

4. Tanner based his stages of pubertal development for girls on
   A. secondary sex characteristics
   B. pubic hair development
   C. breast development
   D. All of the above

5. Jack, a ninth grader, is embarrassed to shower after gym class because his penis has started to grow, but he has very little pubic hair. This pattern of development is
   A. unusual; secondary sex characteristics normally develop at about the same rate
   B. unusual; the penis does not normally grow until adult-like pubic hair is present
   C. not unusual; secondary sex characteristics normally develop at different rates
   D. not unusual; the penis normally develops to adult size before pubic hair growth begins

6. The growth spurt for girls usually begins around _____ years of age and starts around _____ years of age for boys.
   A. 9.5; 9.5
   B. 12.5; 10.5
   C. 10.5; 12.5
   D. 12.5; 12.5

7. Rings of cartilage on the ends of bones where growth occurs are called
   A. cartilaginous expansions
   B. apical bone plates
   C. tubercles
   D. epiphyseal growth plates

8. Physical development of boys and girls during adolescence differs in all of the following ways except
   A. the average age at which the growth spurt starts
   B. amount and distribution of body fat deposits
   C. the order in which arms, legs, and torso grow
   D. the amount their strength increases

9. In early adolescence, boys who are _____ and girls who are _____ in physical development tend to have the most positive body image.
   A. advanced; delayed
   B. delayed; advanced
   C. average; advanced
   D. advanced; average

10. Which of the following increases during adolescence?
   A. The number of synapses in the brain
   B. The efficiency of the brain's functioning
   C. The amount of energy used by the brain
   D. All of the above

11. Between childhood and adulthood, the brain loses
   A. weight
   B. plasticity
   C. efficiency
   D. All of the above

12. Adolescents' ability to think up possible solutions to a problem and then systematically decide which one is best is called
   A. moral reasoning
   B. hypothetico-deductive reasoning
   C. cognitive competence
   D. problem finding

13. A person who follows laws because of a belief that laws help society to function smoothly, and whose moral reasoning involves maintaining self respect and peer-respect operates at the _____ level, according to Kohlberg.
    A. preconventional
    B. conventional
    C. postconventional
    D. metaconventional

Chapter 14

14. Jason, who is now 19 years old, has experienced nearly constant feeling of conflict and crisis throughout adolescence. This developmental pattern is described in the text as
    A. tumultuous growth
    B. surgent growth
    C. continuous growth
    D. undifferentiated growth

15. According to the text, approximately what percentage of adolescents express outright rejection of their parents and their parents' values?
    A. About 60 percent
    B. About 40 percent
    C. About 20 percent
    D. Less than 10 percent

16. Sixteen-year-old Samantha has developed a sense of an integrated, coherent, goal-directed self. Samantha has acquired
    A. an external locus of control
    B. moratorium status
    C. an identity
    D. All of the above

17. Sixteen-year-old Jill says, "I have a number of different selves. I have my student self, my friend self, my dating self, my family self. They're all kinda different." Jill's concept is
    A. differentiated
    B. individuated
    C. fragmented
    D. schizoid

18. Young adolescents' fragility of self helps to account for
    A. their decline in openness toward their parents
    B. their belief that others are watching and evaluating them
    C. their strict conformity in dress and hairstyles
    D. All of the above

19. When levels of self-consciousness are measured with the Imaginary Audience Scale, self-consciousness peaks in intensity during
    A. middle childhood
    B. early adolescence
    C. late adolescence
    D. early adulthood

20. Erikson referred to the difficulty that teenagers encounter when trying to establish their personal identities as
    A. identity diffusion
    B. identity crisis
    C. identity confusion
    D. identity barriers

21. Roger is doing poorly in school, skips class often, and has no motivation in any of his classes. He lives for weekend parties and for having a good time. Roger fits into Marcia's category of
    A. identity diffusion
    B. identity moratorium
    C. identity foreclosure
    D. identity achievement

22. Which of the following statements about gender and its role in identity formation is true?
    A. Identity development proceeds identically for teenage girls and teenage boys.
    B. Interpersonal issues are more important in boys' identity exploration then they are for girls'.
    C. Girls and boys are equally concerned with occupational issues.
    D. Identity formation is more complex for boys than it is for girls.

23. How is dating related to crowd activities?
    A. Participation in crowds usually precedes dating
    B. Dating usually brings adolescents into crowds.
    C. Adolescents usually do not date members of their own crowds.
    D. Dating and crowd activities are essentially unrelated.

24. Stress among parents of adolescents generally peaks when their children are about
    A. 10-12 years old
    B. 14-15 years old
    C. 16-18 years old
    D. 19-21 years old

25. Positive aspects of typical secondary schools as a context for development include
    A. the peer culture increasingly rewards academic achievement in secondary school
    B. interracial friendships tend to increase during the years in secondary school
    C. students in secondary school are given increasing responsibility for mastering course material
    D. All of the above

26. Since 1980, alcohol use among high school students has
    A. Declined notably
    B. Increased sharply
    C. Remained constant
    D. Drug use has declined, but alcohol use has increased

Chapter 15

27. About what percentage of children with three or more of the major risk factors for criminal behavior will be convicted of offenses as adults?
    A. 25 percent
    B. 50 percent
    C. 75 percent
    D. 90 percent

28. Which of the following behaviors would be considered normal at certain points in development?
    A. Lying
    B. Temper outbursts
    C. Disturbing dreams
    D. All of the above

29. Which of the following behaviors would be <u>least</u> likely to predict future psychological problems?
    A. Destructiveness
    B. Specific fears
    C. Conduct problems
    D. Difficulty with peers

30. Given the current state of research, which of the following conclusions about differences in brain chemistry is the most valid?
    A. Differences in brain chemistry cause psychological disorders.
    B. Differences in brain chemistry result from psychological disorders.
    C. Differences in brain chemistry are markers for psychological disorders.
    D. Differences in brain chemistry are essentially unrelated to psychological disorders.

31. Psychological disorders that have a genetic component are most likely to be transmitted by means of
    A. a single dominant gene
    B. a single recessive gene
    C. a pair of co-dominant genes
    D. a set of multiple genes

32. Most researchers assume that a genetic predisposition for schizophrenia is acquired through
    A. the expression of a single dominant gene
    B. the expression of a recessive gene inherited from each parent
    C. sex-liked genetic transmission
    D. a polygenic process of transmission

33. Which of the following explanations of hyperactivity would best fit a family model?
    A. Hyperactivity is the result of intrusive, overstimulating early care.
    B. Hyperactivity is the result of a child's expression of repressed anger.
    C. Hyperactivity is the result of the rewards a child receives for disruptive behavior.
    D. Hyperactivity is the result of a chemical imbalance in the child's brain.

34. Which of the following is considered to be a pervasive developmental disorder?
    A. Infantile autism
    B. Separation anxiety disorder
    C. Oppositional disorder
    D. All of the above

35. How common is early childhood autism?
    A. It appears in about 1 in 100 children.
    B. It appears in about 4 in 10,000 children.
    C. It appears in about 5 in 1,000,000 children.
    D. About 1 in 5 children have a predisposition toward autism, but it only appears under specific environmental conditions.

36. Estimates for the prevalence of attention deficit/hyperactivity disorder in boys range up to
    A. 5 in 1000
    B. 2 percent
    C. 5 percent
    D. 10 percent

37. According to your textbook, stimulants such as Ritalin affect the behavior of hyperactive children by
    A. slowing down their behavior—a paradoxical drug effect
    B. enhancing their ability to concentrate and sustain attention
    C. compensating for a chemical imbalance in their brains
    D. All of the above

38. Anxiety disorders in children can be most successfully treated by
    A. Behavioral or psychodynamic therapy
    B. Drugs such as tranquilizers
    C. Removing the source of the anxiety
    D. Waiting for the child to outgrow the problem

39. What statement about anorexia is most accurate?
    A. It is primarily found among lower-class girls.
    B. It is primarily found among less educated girls.
    C. It is primarily found among middle-class girls.
    D. It is primarily found among middle-class boys and girls.

40. What statement about childhood depression is most accurate?
    A. Symptoms of childhood depression are different for children than adults.
    B. Childhood depression is often tied to psychosocial adversity.
    C. There is often no clear biological component for childhood depression.
    D. All of the above

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You understand that the videolessons and the cassettes on which they are duplicated are subject to a LIMITED WARRANTY only. This LIMITED WARRANTY WARRANTS that the videolessons and cassettes will be free from defects in materials and workmanship at the time of delivery to you. The sole obligation of RMI in the event of a defect will be to replace the videocassette (without charge to you for materials or shipping) or to refund to you the rental fees applicable to the defective merchandise. ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, ARE EXPRESSLY DENIED AND/OR WAIVED, AND IN NO EVENT IS RMI LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL OR SPECIAL DAMAGES INCURRED BY YOU, OR FOR ANY PUNITIVE OR EXEMPLARY DAMAGES.

Coastline Community College Bookstore

Distant Learning Buyback Information

The Coastline Community College Bookstore will be buying back textbooks during May 28th through May 30th, 2002, from 9 am to 6 pm and on May 31, 2002 from 9:00 am to 5 pm at the Fountain Valley College Center. Textbooks that are needed by the Bookstore will be bought back at up to 50% of the original purchase price. Other titles may have a wholesale value or no value at all. Students living in the following zip codes are able to bring their books in for immediate cash: 900XX, 901XX, 902XX, 903XX, 904XX, 905XX, 906XX, 907XX, 908XX, 910XX, 911XX, 912XX, 917XX, 918XX, 926XX, 927XX, and 928XX.

All students who are not living in the immediate vicinity are eligible to use the Distance Learning Buyback service. Those students must abide by the following directions.

BUYBACK DIRECTIONS:

- From May 17th through May 31st, 2002, e-mail the bookstore at http://bookstore.ccc.cccd.edu. Type Buyback in the subject section. Email the Bookstore with the Title, Author, ISBN number (found on the back of the book near the barcodes), and quantity of the titles you wish to sell to us.
- These books must be in resalable condition. **The Bookstore reserves the right to determine the resalability of all textbooks presented for Buyback.** Audiocassettes, workbooks or study guides with answers written in them are not bought back. Minor highlighting in textbooks is okay.
- You will receive an email informing you which texts the Bookstore will purchase and at what price. The amount may be up to 50% of the purchase price.
- You will also be issued an authorization number. Write your authorization number on the label provided below. You must mail the authorized textbooks within 5 working days of the date of the email from the Bookstore.
- Fill out the form below with your name, address, etc., and mail it with your books. (Make a copy for your records.) Please print clearly.
- A check will be issued within the normal check processing time, which, at the time of buybacks, could be up to four weeks. This check will be mailed to the address you print on this page.

IMPORTANT!! No Buybacks will be accepted if the label does not have an authorization number and postmarked within 5 working days from date being issued. The Bookstore claims **no responsibility** for books received without an authorization number or outside of this time period. These books will be returned to the student only if the student pays for the return postage.

Name: _____ Student ID #: _____

Street: _____ Apt #: _____

City: _____ State: _____ Zip: _____

Phone: _____ Bookstore Rep: _____ Date: _____

SHIPPING LABEL:

Ship to:

Coastline Community College Bookstore
11460 Warner Avenue
Fountain Valley, CA 92708

Authorization # _____

Libraries, Media Centers and Distance Learning Department

Hours of Operations

● **ORANGE COAST COLLEGE LIBRARY** *(Fairview and Adams)* 2701 Fairview Road, Costa Mesa, CA (714) 432-5885 **Monday thru Thursday**: 8:00 am - 9:00 pm **Friday**: 8:00 am - 3:00 pm **Saturday and Sunday:** *CLOSED* <u>*Summer Hours*</u> **Monday thru Thursday**: 8:00 am - 8:00 pm **Friday, Saturday, and Sunday**: *CLOSED.*	● **GOLDEN WEST COLLEGE LIBRARY** *(Located directly across from College Bookstore)* 15744 Golden West Street, Huntington Beach, CA **(**714) 895-8741 **Monday thru Thursday:** 8:00 am - 9:00 pm **Friday:** 8:00 am - 3:00 pm **Saturday:** 10:00 am - 3:00 pm **Sunday:** *CLOSED* <u>*Summer Hours*</u> **Monday thru Thursday:** 11:00 am - 8:00 pm **Friday, Saturday and Sunday:** *CLOSED*
HUNTINGTON BEACH ANNEX LIBRARY *(Cross street is 6th Street)* 525 Main Street, Huntington Beach, CA (714) 375-5071 **Tuesday thru Friday:** 10:00 am - 7:00 pm **Saturday**: 9:00 am - 5:00 pm **Sunday and Monday:** *CLOSED*	**COSTA MESA CENTER** *(Cross street is Baker)* 2990 Mesa Verde Drive East, Costa Mesa, CA (714) 241-6213 **Monday thru Friday**●●: 8:00 am - 9:00 pm **Saturday**●●: 8:30 am - Noon/1:00 - 5:00 pm **Sunday:** *CLOSED*
HUNTINGTON WESTMINSTER CENTER Room B *(McFadden/Bolsa Chica Road)* 5172 McFadden Avenue, Huntington Beach, CA (714) 241-6184 **Monday thru Thursday**: 8:00 am-9:00 pm **Friday**, 8:00 am-5:00 pm **Saturday and Sunday**: *CLOSED*	**MARY WILSON BRANCH LIBRARY** *(Located off Main Street)* 707 Electric Avenue, Seal Beach, CA (562) 431-3584 **Monday and Tuesday**: Noon - 8:00 pm **Wednesday and Thursday**: 10:00 am - 6:00 pm **Saturday:** 10:00 am - 5:00 pm **Friday and Sunday**: *CLOSED*
DISTANCE LEARNING DEPARTMENT (714) 241-6216 **Monday thru Friday**: 8:00 am - 5:00 pm	**STUDENT SERVICES** (714) 241-6176 **Monday thru Thursday**: 8:00 am - 6:30 pm **Friday**: 8:00 am - 2:00 pm

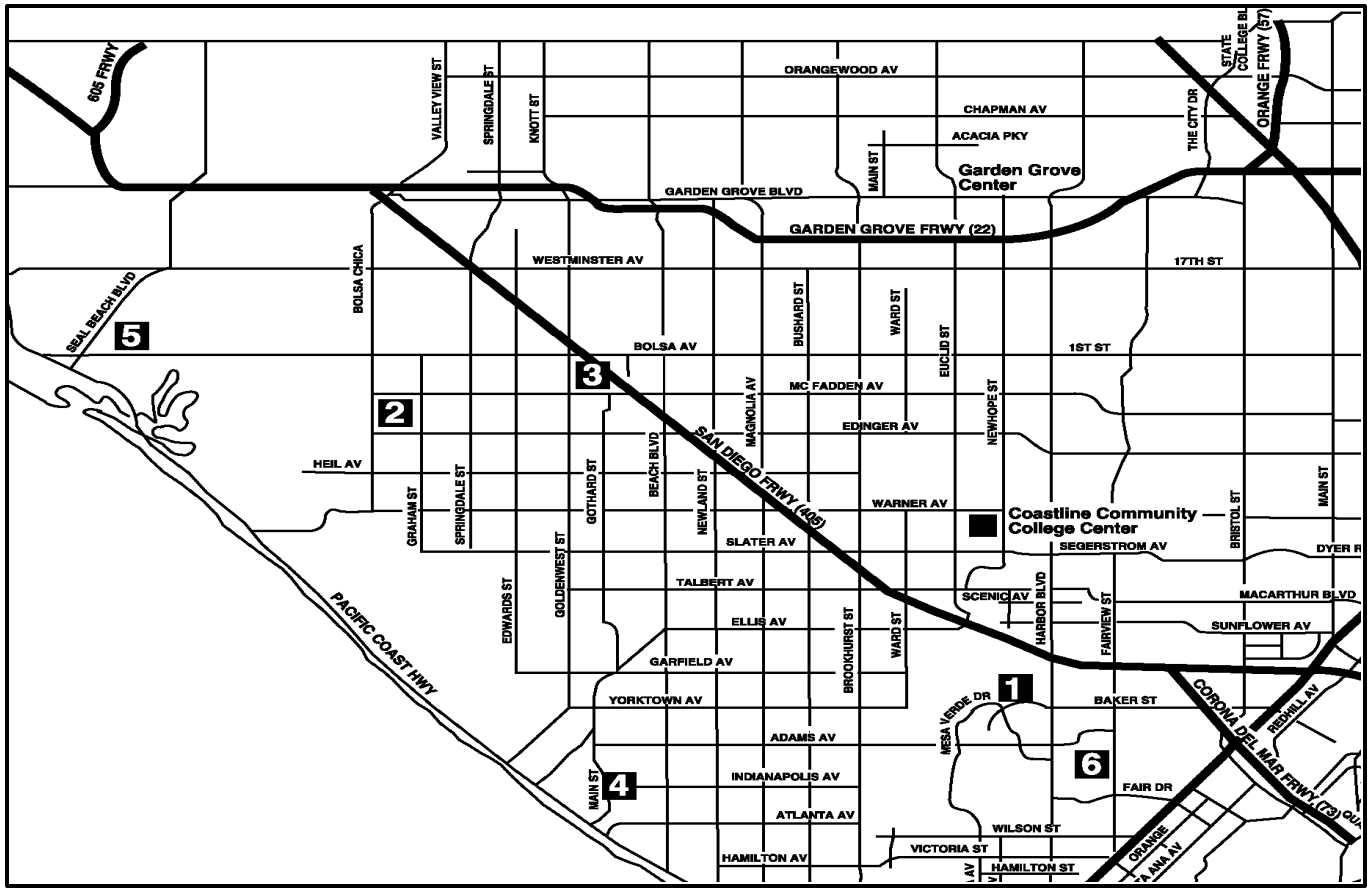
● **You must obtain a library card by presenting your Coastline Student I.D. in order to view videotapes at the facility.**

●● **Costa Mesa Center will open during these hours on Fridays and Saturdays when Weekend College is in session, and will be closed on holidays.**

Library Resources

Coastline students who live within or near the Coast Community College District have access to a wealth of resources and services from libraries at nearby community colleges and universities:

- Coastline students may obtain a library card for any Cal-West Libraries member library (Golden West, Orange Coast, Cypress, Fullerton) at no charge upon presentation of current Coastline student I.D.
- University of California at Irvine permits community college students to purchase a library card at a reduced rate with proof of enrollment in the current semester. The card, which may be used only at the library in which it is purchased, costs $24 and is good for six months.
- Both Long Beach State University and California State University, Fullerton permit community college students access to their collections but they do not extend borrowing privileges.



1 **Coastline Costa Mesa Center**
2990 Mesa Verde Drive East, Costa Mesa
(714) 241-6213 for hours .
Services: Audio duplication and video tape viewing area.

2 **Coastline Huntington Westminster Center**
5172 McFadden Street, Huntington Beach
(714) 241-6184 for hours.
Services: Audio duplication and video tape viewing area.

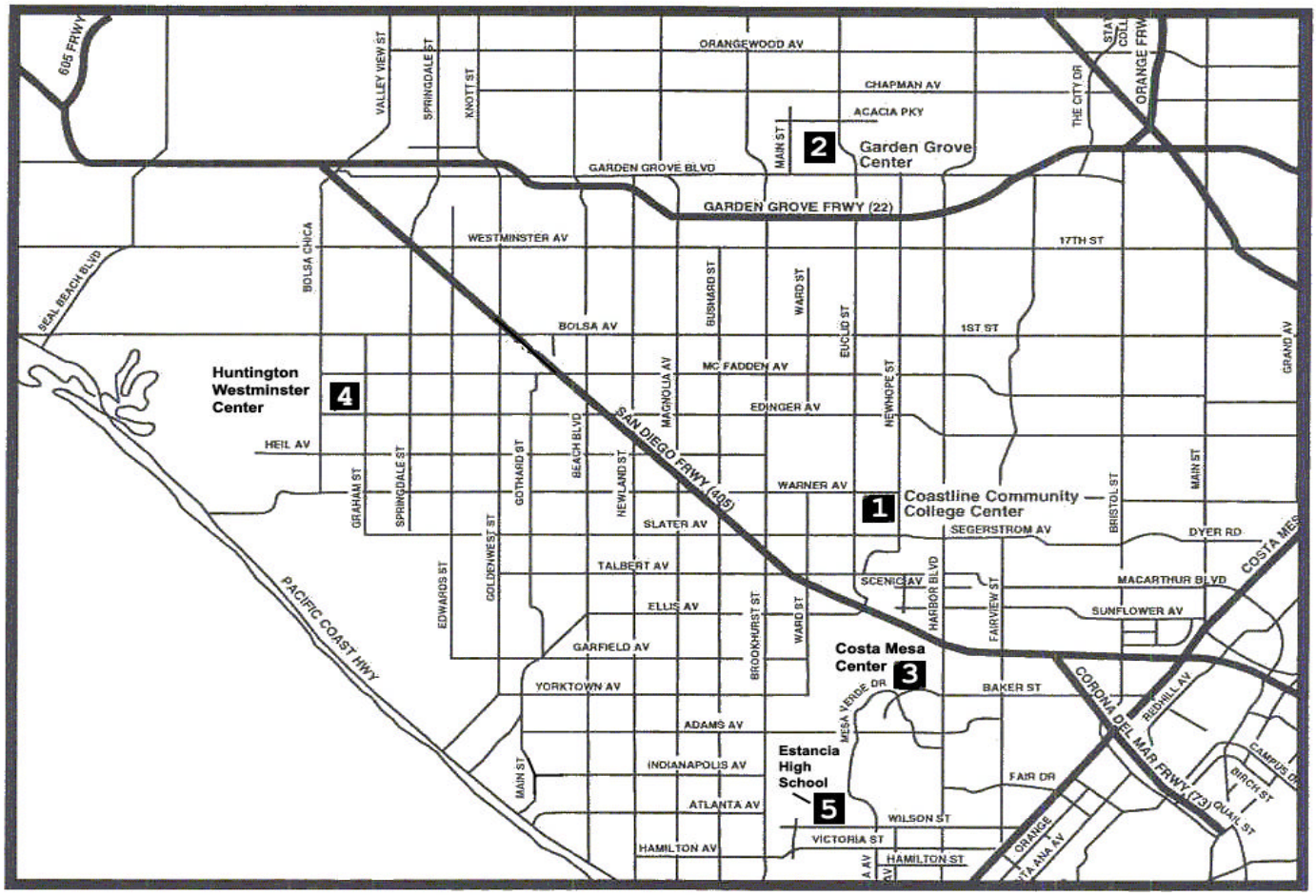
3 **Golden West College**
15744 Golden West Street, Huntington Beach
(714) 895-8741 for hours.
Services: Full academic library and video tape viewing area.

4 **Main Street Branch Library**
525 Main Street, Huntington Beach
(714) 375-5071 for hours.
Services: Public library collection and services, limited academic collection, videotape viewing area, and videotape check out.

5 **Mary Wilson Public Library**
707 Electric Avenue, Seal Beach
(562) 431-3584 for hours.
Services: Public library collection and services, and videotape viewing area.

6 **Orange Coast College Library**
2701 Fairview Road, Costa Mesa
(714) 432-5885 for hours.
Services: Full academic library and video tape viewing area

Workshop/Review Examination Sites



Workshop and Review Examination Sites

Look for your workshop sessions, review and examination locations(s) and match the corresponding number to the location (square) on the map.

1. Coastline Community College Center
   11460 Warner Avenue
   Fountain Valley
   (Cross street: Newhope)
   (Registration, Bookstore, and Distance Learning Dept. are at this location)

2. Garden Grove Center
   12901 Euclid Avenue
   Garden Grove
   (Cross street: Garden Grove Blvd.)

3. Costa Mesa Center
   2990 Mesa Verde Drive East
   Costa Mesa
   (Cross street: Baker St.)

4. Huntington Westminster Center
   5172 McFadden Avenue
   Huntington Beach
   (Cross street: Bolsa Chica Rd.)

5. Estancia High School
   2323 Placentia Avenue
   Costa Mesa
   (Cross street: Victoria St.)

- Parking regulations are enforced in designated areas at these sites. One-day permits are available for some sites.

Important Dates - Spring 2002 Semester

Regular Semester 16 - Week Courses (January 28 - May 26, 2002)

February 8 (Friday) .....Deadline to receive a refund
February 22 (Friday) .....Deadline to avoid transcript entry
February 22 (Friday) .....Deadline to select CR/NC grading system
April 26 (Friday) .....Deadline to receive a "W" grade

First 8-Week Courses (January 28- March 24, 2002)

February 1 (Friday) .....Deadline to receive a refund
February 14 (Thursday) .....Deadline to avoid transcript entry
February 14 (Thursday) .....Deadline to select CR/NC grading system
March 13 (Wednesday) .....Deadline to receive a "W" grade

Second 8-Week Courses (April 1 - May 26, 2002)

April 5 (Friday) .....Deadline to receive a refund
April 18 (Thursday) .....Deadline to select CR/NC grading system
April 18 (Thursday) .....Deadline to avoid transcript entry
May 13 (Monday) .....Deadline to receive a "W" grade

Holidays

Martin Luther King Jr. Day..... January 21, 2002
Lincoln's Birthday ..... February 15, 2002
Washington's Birthday ..... February 18, 2002
Spring Recess .....March 25 - March 31, 2002
Memorial Day.....May 27, 2002

Student Notes