



**Course Syllabus**  
**PSY 2510-003 Lifespan Development (CRN 26787)**  
Spring Semester 2014  
Tuesdays & Thursdays 12:30<sub>PM</sub>-1:45<sub>PM</sub>  
Field House 2100

Instructor: Ashley Hall  
Office: University Hall 1900D  
Phone: 419-530-2338  
Email: [ashley.hall7@rockets.utoledo.edu](mailto:ashley.hall7@rockets.utoledo.edu)  
Office Hours: Tuesdays & Thursdays 2:00<sub>PM</sub>-3:00<sub>PM</sub> & by appointment

**Required Textbook:**

- ✓ Arnett, J. J. (2012). *Human development: A cultural approach plus NEW MyPsychLab with eText—Access card package 1/e*. Upper Saddle River, NJ: Pearson. ISBN-10: 0205987877; ISBN-13: 9780205987870

**Software:**

- ✓ Blackboard (required)
  - Blackboard will also be used for several assignments throughout the semester. It is critical that you understand how to navigate Blackboard and are comfortable doing so within the first week of the semester.
  - It will also be necessary to check your UT email often, as my primary means of communication outside of class will be via UT email and Blackboard.
- ✓ MyPsychLab (required)
  - You can access MyPsychLab through Blackboard's "Pearson MyPsychLab" link
- ✓ MyVirtualLife (required)
  - MyVirtualLife is available as part of MyPsychLab
  - provides 2 simulations over the course of the semester
    - (1) you raise a child from birth to age 18, allowing you to monitor the effects of your parenting decisions over time
    - (2) you make first person decisions and see the effects of those decisions on your future (18+ years)

**Time commitment for this course:**

As for any 3-hour course, you should expect to spend at minimum 9-12 hours per week working on this course during a standard 15-week semester if you want to earn the highest grade of which you are capable. (A little more than twice that much time is required for courses taken during the 6-week summer session.)

**Course Description:**

Emphasizes research and theory from conception through old age and integrates important developmental issues within a lifespan approach.

Prerequisite: PSY 1010 (minimum grade of D-)

By the end of this course, students should be able to:

- ✓ identify, compare, and contrast theoretical perspectives of lifespan development
- ✓ identify and distinguish the multiple periods of development from conception to death
- ✓ understand the multiple factors that contribute to development
- ✓ critically analyze research related to lifespan development and apply those skills to other fields
- ✓ contend with controversial issues related to lifespan development
- ✓ apply psychological principles to developmental issues across the lifespan
- ✓ think culturally about human development

**Student Responsibilities:**

You are expected...

- ✓ to read the assigned chapter(s) and/or readings before each class period & keep up with posted lecture notes
- ✓ to be respectful of yourself, your instructor, presenters, and fellow students
- ✓ to arrive on time and stay for the duration of class
- ✓ to be prepared for class (e.g. having thoroughly completed any & all assignments prior to coming to class), and
- ✓ to turn in assignments on time.

**Course Evaluation:**

*University Grading Scale*

<b>A</b>	92.5 - 100%
<b>A-</b>	90.0 - 92.49%
<b>B+</b>	87.5 - 89.99%
<b>B</b>	82.5 - 87.49%
<b>B-</b>	80.0 - 82.49%
<b>C+</b>	77.5 - 79.99%
<b>C</b>	72.5 - 77.49%
<b>C-</b>	70.0 - 72.49%
<b>D+</b>	67.5 - 69.99%
<b>D</b>	62.5 - 67.49%
<b>D-</b>	60.0 - 62.49%
<b>F</b>	59.9% and below
<b>W</b>	if you drop the course after the end of the drop period

*PSY 2510 Grading Policy*

Assignment	Total Points Possible	Percent of Total Grade
Quizzes	5 points each (65 points)	13%
Exams #1-6	50 points each; 1 dropped exam (250 points)	50%
Final Exam	75 points (75 points)	15%
MyVirtualLife	110 points (110 points)	22%
<b>Total</b>	<b>500 points</b>	<b>100%</b>

**Important Registration Dates for Spring 2014:**

POT	Start Date	End Date	# of Weeks	Last Day to Add		Instructor's & College Dean Signatures Required to Add	Last Day to Drop		Withdraw		Tuition Due Dates & Refund Periods				
				via Web	In-Person		via Web	In-Person	Begins	Ends	Due	100% Ends	80% Ends	60% Ends	40% Ends
1	1/6	5/2	16	1/10	1/17	1/11	1/20	1/17	1/21	3/21	12/27	1/12	1/19	1/26	2/2

**Exams:**

Exams will be given on the dates listed in the course calendar unless other arrangements are made. Exams will be taken online via Blackboard on the days assigned. There will be no class on exam days.

Exams will consist of 40 multiple-choice questions, each worth 1 point, and 2 short answers, each worth 5 points. Beware that some multiple-choice questions will have several correct answers and you must have enough confidence in your knowledge to choose all of them. Others may have some pretty plausible incorrect answers and your knowledge must be firm enough for you to reject those. When multiple answers must be checked, you will rarely get partial credit for the partially correct answers. Know the material well and you will not have a problem.

All exams, except the first one, include review questions from previous chapters. A quick review should help you answer these and the frequent reviews will help you when it comes time to study for the final exam. *Reviewing is important to consolidate your long-term memory, which is necessary to earn a passing score on the final exam.*

You will be able to drop your lowest exam grade (final exam excluded).

All exams will be taken online via Blackboard. You may take the exam from any location you choose. However, you will have a *one hour time limit* for each of the first 6 exams. *For each minute you go over the one hour limit, you will automatically lose 1 full point.*

You may use notes and/or your textbook for each exam. However, do NOT collaborate with other students. Each exam must be taken individually. Keep in mind the time limit. You will not have time to look up each answer in the text and still meet the time limit. If you know the material well, there will be no problem getting through the exam within the hour.

**Final Exam:**

The final exam will be cumulative, meaning it will review material from the entire course of the semester. The final exam will consist of 60 multiple-choice questions, each worth 1 point, and 3 short answer questions, each worth 5 points.

The final exam will be taken online via Blackboard. You may take the exam from any location you choose. However, you will have a 90 minute time limit for the final exam. For each minute you go over the time limit, you will automatically lose 1 full point.

You may use notes and/or your textbook for the final exam. However, do NOT collaborate with other students. The final exam must be taken individually. Keep in mind the time limit. You will not have time to look up each answer in the text and still meet the time limit. If you know the material well, there will be no problem getting through the exam within the 90 minutes.

**Quizzes:**

There will be a total of 13 quizzes throughout the semester, each worth 5 points. Each quiz will be given via MyPsychLab and can be taken in a place of your choosing. On MyPsychLab, each chapter lists a chapter exam. Each chapter exam contains 25 multiple choice questions. Quizzes will be graded as follows: 21-25 questions correct = 5 points; 16-20 questions correct = 4 points; 11-15 questions correct = 3 points; 6-10 questions correct = 2 points; 0-5 questions correct = 1 point. Not completing the chapter exam will result in 0 points for that quiz.

**MyVirtualLife**

Throughout the semester, you will complete two simulations through MyVirtualLife.

- (1) You will raise a virtual child from birth through age 18.
- (2) You will make decisions for your virtual self from age 18 through late adulthood.

These simulations will take you through a series of events and questions to which you will respond. Some events will depend on your responses to the questions; while others are selected as part of the program and do not necessarily depend on your responses.

You will be responsible for 4 writing assignments in addition to the simulations, which are described in detail at the end of the syllabus.

**Attendance & Participation:**

You will not be graded on your attendance. However, exams will cover material found in both the text and course activities. Lectures will be posted on Blackboard are designed to review the main sections of the textbook and to expand on a sample of the concepts covered in the text. New material that parallels and/or supplements the textbook will be introduced during class. For this reason, attending and participating in class will improve your understanding of the text and this course as a whole. If you do not feel comfortable asking questions during class, I encourage you to stop by during office hours to discuss or send me an email.

**Academic Dishonesty:**

Academic dishonesty will result in a grade of “0” on the assignment and potentially the course. University policy will be followed if and when such circumstances arise. Being unfamiliar with the University’s policy will not be an acceptable excuse.

For more information on academic dishonesty, use the following link:

<http://www.utoledo.edu/dl/students/dishonesty.html>

**Student Athletes:**

Student athletes who will miss class due to an excused sports absence should contact the instructor at least one week prior to the missed class. If possible, make arrangements even sooner in order to schedule missed class activities.

**Office of Academic Access:**

Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Academic Access (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the instructor after class or during office hours so that appropriate arrangements may be made.

The contact information for the Office of Academic Access is as follows:

Campus Address: Rocket Hall 1820, Mail Stop #342

Phone Number: 419.530.4981

Web: <http://www.utoledo.edu/utlc/accessibility/>

**Tentative Schedule\*:**

Week	Date	Topic/Assignment
Week 1	Tuesday, January 7	Snow day!
	Thursday, January 9	Syllabus
Week 2	Tuesday, January 14	No class: Check Blackboard for assignment
	Thursday, January 16	Chapters 1 & 2
Week 3	Tuesday, January 21	Exam #1 Chapters 1-2; No class: Check Blackboard for assignment
	Thursday, January 23	Chapter 3
Week 4	Tuesday, January 28	No class: Check Blackboard for assignment
	Thursday, January 30	Chapter 4
Week 5	Tuesday, February 4	No class: Check Blackboard for assignment
	Thursday, February 6	Indictment
Week 6	Tuesday, February 11	No class: Check Blackboard for assignment
	Thursday, February 13	Indictment
Week 7	Tuesday, February 18	Exam #2 Chapters 3-4; No class: Check Blackboard for assignment
	Thursday, February 20	Chapter 5
Week 8	Tuesday, February 25	No class: Check Blackboard for assignment
	Thursday, February 27	Chapter 6
Week 9	Tuesday, March 4	Spring Break: No Class
	Thursday, March 6	Spring Break: No Class
Week 10	Tuesday, March 11	Exam #3 Chapters 5-6; No class: Check Blackboard for assignment
	Thursday, March 13	Chapter 7
Week 11	Tuesday, March 18	No class: Check Blackboard for assignment
	Thursday, March 20	Chapter 8
Week 12	Tuesday, March 25	Exam #4 Chapters 7-8; No class: Check Blackboard for assignment
	Thursday, March 27	Chapter 9
Week 13	Tuesday, April 1	No class: Check Blackboard for assignment
	Thursday, April 3	Chapter 10
Week 14	Tuesday, April 8	Exam #5 Chapters 9-10; No class: Check Blackboard for assignment
	Thursday, April 10	Chapter 11
Week 15	Tuesday, April 15	No class: Check Blackboard for assignment
	Thursday, April 17	Chapter 12
Week 16	Tuesday, April 22	Exam #6 Chapters 11-12; No class: Check Blackboard for assignment
	Thursday, April 24	Chapter 13
Week 17	Tuesday, April 29	Final Exam Chapters 1-13 & Child Maltreatment

*\*The instructor reserves the right to alter this schedule as she sees fit. Any & all changes will be clarified in class & posted to Blackboard. Thus, it is critical that you are not only checking Blackboard often, but also that you understand how to navigate the Announcements.*

**Quiz Dates & Material:**

Quiz	Deadline 11:59 <sub>PM</sub> on:	Covers
#1 (5 points)	Tuesday, January 21	Chapter 1
#2 (5 points)	Tuesday, January 21	Chapter 2
#3 (5 points)	Wednesday, January 22	Chapter 3
#4 (5 points)	Tuesday, January 28	Chapter 4
#5 (5 points)	Wednesday, February 19	Chapter 5
#6 (5 points)	Tuesday, February 25	Chapter 6
#7 (5 points)	Wednesday, March 12	Chapter 7
#8 (5 points)	Tuesday, March 18	Chapter 8
#9 (5 points)	Tuesday, March 26	Chapter 9
#10 (5 points)	Tuesday, April 1	Chapter 10
#11(5 points)	Wednesday, April 9	Chapter 11
#12 (5 points)	Tuesday, April 15	Chapter 12
#13 (5 points)	Wednesday, April 23	Chapter 13

*\*Each chapter quiz can be found on MyPsychLab under the Chapter Exam.*

**Exam Dates & Material:**

Exam	Deadline	Covers
#1 (50 points)	Tuesday, January 21	Chapters 1-2
#2 (50 points)	Tuesday, February 18	Chapters 3-4
#3 (50 points)	Tuesday, March 11	Chapters 5-6, Child Mal
#4 (50 points)	Tuesday, March 25	Chapters 7-8
#5 (50 points)	Tuesday, April 8	Chapters 9-10
#6 (50 points)	Tuesday, April 22	Chapters 11-12
Final (75 points)	Tuesday, April 29	Chapters 1-13, Child Mal

**Assignment Due Dates:**

Assignment	Deadline
My Virtual Lab #1 (25 points)	Thursday, February 27
My Virtual Lab #2 (25 points)	Thursday, March 13
My Virtual Lab #3 (25 points)	Thursday, March 27
My Virtual Lab #4 (25 points)	Thursday, April 10
My Virtual Lab #5 (25 points)	Thursday, April 24

## **MyVirtualLife Assignments (110 points)**

As part of MyVirtualLife, you will complete two separate simulations. In the first, you will raise a child from birth to age 18. As you raise your child, you will need to complete Assignments 1 through 4, listed here.

- General guidelines: A good answer will address every part of the question, and will describe the child's behavior and provide 1 or 2 supporting examples. In addition, wherever possible, you should relate your descriptions and explanations of the child's behavior to the concepts, theories and research covered in class or in the book. Please avoid expressing an unfounded opinion – try to base your arguments on research studies and conclusions, or a theory that seems well supported by the research in the field. The questions are printed below along with a scoring rubric that has worked well in past classes.
- Grading: Using the rubric, students will grade each others' papers and then discuss the topics in class. Each student will be responsible for grading one other student's paper. You will receive 5 points for accurately following the grading rubric. The instructor will also review the responses to be sure students have effectively and accurately graded each other's responses.

In the second simulation, you will make choices for your virtual self from age 18 into late adulthood. You will not have a writing assignment for this simulation though you must complete it. You will earn 10 points by simply completing the adult simulation.

### **Assignment 1: Infants and Toddlers (25 points)**

Choose 8 questions whose total point value equals 20 or 21 points. The total points awarded will be no more than 20 points.

#### **Set 1: 9 months**

1. How does your baby's eating, sleeping and motor development compare to the typical developmental patterns in the first 9 months?

- 1 point for describing Virtual Child's behavior in each of the two domains and referring to what might be expected at these ages. (2 points)

2. At 8 months of age was your child an "easy", "slow to warm up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgment?

- 1 point for explaining the category, and one point for a supporting observation on VC's behavior (2 points)

3. How is your child's attachment relationship to you or your partner (whoever is the mother) developing? What is happening at the 3-month and 8-month periods that might affect attachment security according to Bowlby and Ainsworth, and various research studies?

- 1 point each for describing two aspects of the child's behavior that indicate attachment is developing at 3 or 8 months, and 1 point for describing one aspect of parental behavior that may affect attachment security. (3 points)

#### **Set 2: 19 months**

4. Describe and give examples of changes in your child's exploratory or problem solving behavior from 8 through 18 months and categorize them according to Piagetian and information processing theories.

- 1 point for describing an improvement or a qualitatively new behavior and one point for explaining it using a specific Piagetian or information processing concept to classify the child's behavior (2 points)

5. Analyze your baby's temperament in more detail at 19 months than you did at 8 months. How would you describe your baby in terms of the five aspects of temperament utilized by the Virtual Child program (activity, sociability, emotionality, aggressiveness vs. cooperativeness, and self control)? Has your child's temperament been stable over the first 18 months? A blurb defining and providing examples of the five aspects of temperament is provided at 12 months in the program, but you should seek out further explanations of temperament from your textbook. Explain how the concept of goodness of fit (also discussed in the blurb on infant temperament) applies to your interactions with your child.

- ½ point for giving a supporting example of each of the five aspects of temperament, ½ point for addressing the issue of stability and 1 point for discussing and giving an example of goodness of fit (4 points)

6. Is your child delayed or advanced in any area of development according to the 19-month developmental examiner's report? Based on what you have studied, do you think this is most likely a result of specific biological or environmental factors?

- 1 point for describing an area of delay or advancement, 1 point for a hypothesis and 1 point for evidence regarding biological or environmental factors from the lecture or readings (3 points)

### **Set 3: 30 months**

7. Describe your child's communication and language development in the first 30 months. Is your child developing at a typical or atypical rate?

- 1 point for a general description of his/her language development and 1 point for discussing specific evidence of either normal or atypical development (2 points)

8. Have there been any environmental events in your child's first 2 1/2 years that you think might have influenced his or her behavior? On what do you base your hypotheses?

- 1 point for each of two environmental events – be sure to explain how you think they influenced your child (2 points)

9. How is your child progressing on typical toddler issues, such as learning household rules, learning to follow routines, listening to you, developing self-control and learning to get along with other children?

- 1 point for each of three toddler issues (total of 3 points)

10. Analyze your own parenting philosophy and practices. What principles from learning or social learning theory, Bowlby, Ainsworth, Piaget, Vygotsky, information processing theory, neuroscience or other theories do you appear to have relied on in making your parenting choices or interpreting your child's behavior? Include three principles and identify one or more theorists who espoused these principles in your answer.

- 1 point for discussing an example from your parenting that fits a concept or principle from each of three theories you select from the list above (3 points)

### **Assignment 2: Early Childhood (age 3-4 years) (25 points)**

**Choose six of the following questions. You must choose items 2 and 6 (worth 4 points each), and then 4 of the remaining six items (worth 3 points each). The total possible is 20 points.**

#### **3 years**

1. What activities and experiences have you and your child engaged in that might be promoting healthy behavioral practices and an interest in physical activity? Refer to the book and lecture where needed.

- 1 point for each of three activities or experiences (3 points)



2. Describe the development of your child's language and cognitive skills and discuss how these might be affecting his or her interactions with you & your responses. Refer to the text or lecture for descriptions and explanations of each area of skill.

- 1 point for each of three examples illustrating changes in cognitive or language skills and one point for explaining how they might affect your interactions with your child (4 points)

3. How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them? Refer to the text or lecture as needed.

- 1 point for an instance of adaptation in the home and 1 point for an instance outside the home. 1 point for describing a problem (or an area in which the child needs improvement) and what the parent is doing or plans to do about it. (3 points)

#### **4 years**

4. How would you characterize your parenting style (e.g., authoritative, authoritarian, permissive, or variations or combinations of these styles)? Refer to the book or lecture descriptions to justify your classification. How have your specific parenting techniques changed since infancy?

- 1 point each for two examples describing your parenting style, and 1 point for illustrating how specific parenting techniques have changed since infancy (3 points)

5. Describe three specific examples of changes in your child's behavior at age 4 that seem to stem from growth in cognitive and language ability since the period of infancy (e.g., improvements in symbolic thinking, reasoning, knowledge of the world, theory of mind). Refer to the book or lecture.

- 1 point for each of three examples of changes in behavior; be sure to use one or more concepts from the course, including but not limited to those listed above (3 points)

6. How would you characterize your child's personality? Would you say that your child is primarily overcontrolled, undercontrolled or resilient? Support your argument. Recall that the Virtual Child's behavior at age 3 and 4 is designed to resemble one of three personality types. The personality types combine some of the temperamental traits with which you are already familiar. The overcontrolled category refers to a child who is cooperative and follows the rules, but is shy in social situations and anxious and clingy under pressure. The undercontrolled category refers to a child who is uncooperative or even aggressive, does not follow the rules, may or may not be shy in social situations, and has a tendency to become distracted and overly emotional, particularly when under stress. The resilient category refers to a child who is cooperative and follows the rules, is friendly, non-aggressive and outgoing, able to focus on tasks without being too distracted, has good regulation of his or her emotions, and is adaptable to new situations.

- 4 points for a well-documented explanation, with two examples of behavior in different situations that support your argument (4 points)

#### **Questions that go with either 3 years or 4 years, or both**

7. Look for evidence of continuity as well as discontinuity in your child's behavior from infancy through early childhood. Give an example of an aspect of ability or personality that has remained fairly stable. Give an example of an aspect of ability or personality that has been unstable. Why do you think change occurred in one area and not the other? Refer to the book or lecture with regard to reasons for continuity or discontinuity. (3 points)

- 1 point each for examples of continuity and of discontinuity. One point for a reasonable explanation, referring to information from the book or lecture where possible, that might account for either continuity or discontinuity. (3 points total)

8. Your Virtual child is growing up basically in an average American cultural setting. Based on what you have learned from the course, how specifically might your child's behavior be different if she was raised in a different culture? Alternatively, if you are familiar with a different culture (e.g., you or your parents were raised in a country outside America with a very different culture), you can describe how your parenting, or your child's behavior might be different within that cultural setting. As a third option, describe and give examples of how your parenting style, or any other aspect of your parenting, has been influenced by your cultural background or other experiences.

- 1 point each for providing examples or explanations of three possible cultural differences or influences on your parenting. Describe the rationale for your claim, and the source of your information (book or lecture, or your own experience growing up at least partially within a particular culture). (3 points)

### **Assignment 3: Middle Childhood (age 6-11 years) (25 points)**

**Run the child through age ten years, 11 months. Choose five questions out of the eight provided. The total possible is 20 points.**

1. Based on the evidence from age 6 and 8 years, how well is your child adapting to the school social environment and to the peer group? To what extent does this adaptation seem to depend on personality characteristics that are fairly stable in your child, and to what extent does your child seem to be developing novel behavior to cope with these new situations? Refer to the textbook and lecture for particular points about the responses of children in this age group to the peer group and the school environment.

- 1 point for an example of adapting to the school social environment and 1 point for an example of peer group adaptation. 2 points for discussing how any of these adaptive responses depend on your child's personality vs. novel behavior evoked by the unique demands. (4 points total)

2. How smart is your child, and in what areas? Refer to the summary of multiple intelligences that appeared at age 6 and to sections of your textbook and the course reader article on multiple intelligences. Find specific evidence regarding your child's verbal, logical-mathematical, spatial, musical and bodily-kinesthetic intelligence from your observations of your own child as well as the psychologist's report at age 8 years, 11 months and explain how it ties in to the material in your text.

- 1 point for an example illustrating your child's level in four of the five areas of intelligence (4 points)

3. Describe some examples of your child's behavior or thinking that you think are due to typical American gender role socialization and explain why you think so, referring to the text and lectures regarding gender roles and sex differences in behavior. Several examples can be found in the Virtual Child program at ages 6 and 8. How closely does your attitude toward gender roles correspond to typical American attitudes, and if there is a discrepancy, to what do you attribute this (e.g., cultural background, attitudes of your own parents, etc.)?

- 1 point for each of two examples illustrating gender role socialization and 1 point for discussing evidence from the book and lecture about gender roles, and comparing them to your own attitudes. One point for giving an example from the program of how you have put your attitudes into play (4 points)

4. Describe changes in your child's academic skills between ages 6 and 10 and assess how well these skills are developing. If your child has any problems that affect school work, such as dyslexia, ADHD, or low levels of verbal, mathematical/scientific or spatial ability, describe these problems and explain what you and the teachers are doing about them. The 5th grade report card will be useful for this but you

should also incorporate your own observations. If your child doesn't have any academic difficulties, describe what you are doing any way to help your child do well in math/science and literacy (reading, writing and communicating).

- 1 point each for two aspects of academic skills, which can include oral language/communication, reading, spelling, writing, understanding of science or social studies, and mathematics, and 1 point for explaining and giving examples of how you are helping in each area. (4 points)

5. How well is your child adapting to social situations in the home and outside the home? Does your child have any behavioral or emotional problems that have become apparent between 6 and 10 years of age? (some possibilities include internalizing and externalizing problems, ADHD, and obesity). Why do you think these problems are occurring and what are you doing about them?

- 1 point each for providing an example to illustrate how well the child is adapting in the home and outside the home. 1 point for describing a problem or an area in which the child needs improvement and providing a hypothesized reason for the problem and 1 point for describing what you are doing about these problems. (4 points)

6. Has your parenting changed since the preschool period and if so, why do you think it has changed and what effect might this have on your child? Refer to your textbook or lecture notes for evidence on typical changes in parenting that occur in middle childhood.

- 1 point each for describing two ways in which your parenting has changed, 1 point for thinking about why it has changed and 1 point for hypothesizing about effects on the child. Be sure to include evidence from the text or lecture about typical changes in parenting in middle childhood. (4 points)

7. Has your child's personality type changed since age 4? Are there any personality traits and abilities on which your child closely resembles you? Describe two of them. Do you think this comes about because of a "genetic" resemblance (i.e., your questionnaire responses) or some consistent practices you've followed in your parenting? For example, if you and your child are both highly open to experience, and you took every available opportunity to explore new things with your child, is it possible you've taught your child to be open to experience?

- 1 point for describing your child's personality type and backing this up with observations, and 1 point for each of the two personality traits you have chosen for comparison to yourself. 1 point for discussing the issue of genetic vs. environmental influences and citing observations within Virtual Child to support either a genetic or environmental contribution to behavior. (4 points total).

8. In what ways have factors from Microsystems outside the family, from the mesosystem and the exosystem possibly influenced your child's development at ages 6, 8 and 10? Find four examples of such influences and make clear why you believe they should be categorized at the particular level you chose within Bronfenbrenner's model. For example, you could choose two microsystems (e.g., classroom and peer group), one mesosystem (parent-peer relations or parent-teacher relations) and one exosystem (something affecting the parent directly but the child only indirectly, through the parent).

- 1 point for each of four examples and an accompanying justification. (4 points total).

#### **Assignment 4: Adolescence (12-18 years) (25 points)**

**Answer four of the first 6 questions for a total of 12 points and questions 7 and 8 for 8 points (total of 20 points)**

1. Describe any physical or behavioral signs of incipient puberty, including changes in physical appearance, behavior or emotions at ages 12 and 14 years.
  - 1 point each for three examples of physical and/or behavioral (which can include cognitive, social or emotional) signs of puberty and a citation of the text or lecture as a source indicating why these types of changes are important (3 points).
  
2. What activities and experiences at ages 12 and 14 has your teen been involved in that might promote healthy behavioral practices, physical fitness and skill in sports?
  - 1 point each for examples of two activities that promote physical health and/or sports skill and 1 point for citing arguments from the course or the readings as to why these activities are beneficial (3 points)
  
3. Describe one change in your child's thinking (e.g., changes in humor, abstract thinking, or theory of mind) and discuss how this might be affecting his or her interactions with you & your responses and his or her interactions with peers. Cite evidence from the course that these kinds of changes occur in early adolescence.
  - 1 point for describing an example, 1 point for analyzing how this might be affecting interactions with you and 1 point for analyzing how this might be impacting interactions with peers. (3 points)
  
4. Using the 7th & 9th grade report cards and your own observations, summarize your child's academic skills at this point. What specific activities might promote some of these skills? What careers or courses of study might be best suited to your teen's abilities and interests?
  - 1 point each for describing and giving two examples of your child's academic skills. Make sure not to rely solely on the report cards, i.e., cite your own observations. 1 point for describing some activities that might facilitate growth in academic skills and 1 point for explaining why a particular career or course of study might be suitable. (3 points)
  
5. How important have your teen's relationships with peers been to his/her social development, emotional well-being and school achievement from 14-18 years of age?
  - 1 point for each of three examples of a possible connection between peer and romantic relationships to the child's social, emotional or academic development and citing points from the course that support the importance of these types of peer relationships to later behavior (3 points)
  
6. How has your teen adjusted at 14-18 years of age to typical adolescent issues such as risk-taking, drugs, alcohol, and sexual interests, and how have you responded to your teen?
  - 1 point for each of two examples of an issue your teen has encountered from this list, and 1/2 point for describing how you responded to that specific issue and 1/2 point for describing why it is important to long-term adolescence adjustment (according to the text and lecture). (3 points)

**Answer both of the following two questions:**

7. As the program ends, what pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? Choose three aspects of your child to discuss. To what extent could you have predicted these pathways based on what you knew of your child's earlier development?
  - 1 point for discussing each of two pathways and 1 point each for providing supporting documentation (4 points)

8. Describe one specific way in which you think your parenting mattered for your child's development, based on evidence from the course regarding the contributions of parents to child development. Describe one specific way in which your child developed that appeared to be influenced by factors outside your control, such as genes, random environmental events or the general influence of contemporary middle-class American culture.

- 1 point each for describing a parenting and non-parenting influences and 1 point for each example for providing evidence from the course that supports your choice of this influence as important (4 points).

**Assignment 5: Adulthood (10 points)**

Complete the adult portion of the MyVirtualLife simulation.