



## Psy 322 Lifespan Development

Online section 01W 41495  
 Course meets 6/1/2020 through 7/2/2020  
 COURSE SYLLABUS summer 2020

The syllabus and schedule are subject to change.

### INSTRUCTOR INFORMATION

Instructor: William G. Masten, PhD, Associate Professor  
 Office Location: 209 Henderson, TAMUC campus, Commerce, TX 75429  
 Office Hours: 3:00 pm 5:30 pm Tuesday & Thursday  
 Office fax 903 886 5510, Department phone 886 5594

#### Hello

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the Units and the syllabus to know the class content, quizzes, discussions, Essays and course requirements. You should go ahead and begin the first assignment. I will be responding to questions sent to my email ([william.masten@tamuc.edu](mailto:william.masten@tamuc.edu)).

**University Email Address:** [william.masten@tamuc.edu](mailto:william.masten@tamuc.edu)  
**Preferred Form of Communication:** email  
**Communication Response Time:** 48 hours.

### COURSE INFORMATION

**Materials** – Textbooks, Readings, Supplementary Readings. *In May I checked on line and this is what I found.*

**Textbook required:** *Psy 322 book Lifespan Development -- Loose-Leaf Edition (8th Edition) by Denise Boyd and Helen Bee 2018 Published by Pearson Copyright*



#### Contents

Chapter 1 Basic Concepts and Methods  
 Chapter 2 Theories of Development  
 Chapter 3 Prenatal Development and Birth  
 Chapter 4 Physical, Sensory, and Perceptual Development in Infancy  
 Chapter 5 Cognitive Development in Infancy

Chapter 6 Social and Personality Development in Infancy  
 Chapter 7 Physical and Cognitive Development in Early Childhood  
 Chapter 8 Social and Personality Development in Early Childhood  
 Chapter 9 Physical and Cognitive Development in Middle Childhood  
 Chapter 10 Social and Personality Development in Middle Childhood  
 Chapter 11 Physical and Cognitive Development in Adolescence  
 Chapter 12 Social and Personality Development in Adolescence  
 Chapter 13 Physical and Cognitive Development in Early Adulthood  
 Chapter 14 Social and Personality Development in Early Adulthood  
 Chapter 15 Physical and Cognitive Development in Middle Adulthood  
 Chapter 16 Social and Personality Development in Middle Adulthood  
 Chapter 17 Physical and Cognitive Development in Late Adulthood  
 Chapter 18 Social and Personality Development in Late Adulthood  
 Chapter 19 Death, Dying, and Bereavement

### **Student Learning Outcomes (Learning Objectives)**

Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

#### **Development:**

(1) Identify stages and developmental characteristics of student (includes cognitive, social, emotional, and physical development).

(2) Interpret the interrelationships among cognitive, social, emotional, and physical development in students

#### **Cultural Diversity:**

(1) Describe the effect of ethnicity on development.

(2) Describe the advantages of bilingual education.

### **Psy 322 Course Description**

The course follows the lifespan development of the individual, emphasizing the theoretical and experimental approaches to the study of cognitive, personality, social, perceptual, and physical components of development from conception to death. This course is designed to provide the student with information about the application of development of children and adolescents.

#### **People First Language**

In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in "people first" language as described in the federal special education law, I.D.E.A. 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, you would ***not*** discuss a person as "an ADHD student," but as "a student with ADHD"

#### **Diagnosis in Education & Special Education**

We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. Some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, IDEA uses autism, not autism spectrum disorder.

**Required assignments**

Read and learn all chapters 1-19, study the PowerPoints, study all documents under doc sharing, and complete all assignments.

<b>COURSE REQUIREMENTS</b>
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**Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word, PowerPoint, & using PsycINFO.

**Instructional Methods**

**Delivery modalities:** lectures, readings, course structure, PowerPoints

**Types of learning activities:** reading, lectures, in-class activities,

**Assessments:** Discussions, Essays, 2 quizzes.

**Required assignments:** Discussions, essays, Read and know **Chapters** 1 to 19 and the associated PowerPoints.

**Notice:** Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

**Important Announcement**

Almost every semester I hear from students who paid attention to what other students say in regard to important elements of courses, example course test dates, assignments, etc. a very bad idea. Last semester one student paid attention when another student said a test was not open. Following this wrong information cost her dearly.

All quizzes in this course are timed. If you are a "slow reader" or have other problems taking tests; there is assistance on campus. Be sure contact

**Office of Student Disability Resources and Services** or call

Trio at 903-886-5833 or the

**Community Counseling & Psychology Clinic** (903) 886-5660 or the

**Texas A&M University-Commerce Counseling Center**, Student Services Building, Room 204, Phone: 903-886-5145.

**Software Required:** Word, PowerPoint

**Optional Texts and/or Materials:** none apart from those articles under Doc Sharing

**Student Responsibilities or Tips for Success in the Course**

All students should attend class; amount of weekly study is 10 hours.

**Study Recommendations:**

1. Study the syllabus, read the book. Remember **Murphy's Law: "Anything that can go wrong will go wrong."**

<b>GRADING</b>
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Final grades in this course will be based on the average of all scores using the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**GRADING****Essays, Quizzes & Discussions**

There are 7 Discussions worth 10 points each for	70 points, 22% of final grade
There are 2 Essays worth 25 points each for	50 points, 16% of final grade
There are 2 Quizzes, worth 100 points each	<u>200</u> points, 62% of final grade
	320 total points = 100%

**Unit 1 Assignments** (these assignments will be covered in Unit 8 quiz)

***You do not need to demonstrate to me you completed the assignments below in Unit 1. However, they will be covered in Unit 8 quiz. In addition, you will need articles from PsycINFO as references for your Assignment Essays.***

#### Avoiding **Plagiarism** tutorials

Complete the Plagiarism tutorial from University of Maine at Farmington

<http://www2.umf.maine.edu/plagiarism/>

(Link opens in a new window.) If the web site does not load copy and paste the URL to your browser. .

#### **COMPLETE the APA Tutorial**

Study the Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/560/01/> (Link opens in a new window.) Copy the URL and paste to your browser.

Complete these modules

Reference List: Basic Rules

Reference List: Author/Authors

Reference List: Articles in Periodicals

Reference List: Books

In-Text Citations: The Basics

In-Text Citations: Author/Authors

### References in APA Style

Study these basic formats:

#### **Basic Format for Journal Articles:**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

#### **Basic Format for Books:**

Author, A. A. (Year of publication). *Title of work*: Capital letter also for subtitle. Location: Publisher.

#### **Basic Format for Chapter in a Book:**

Author, A. A. (Year of publication). Title of chapter. In author of book. *Title of book* (pages of chapter). Location: Publisher.

#### **How to use PsycINFO**

Complete the following tutorials on using PsycINFO via EBSCOhost. Copy and paste each URL to your browser. Do not click on the URL to get into the tutorials.

How (and Why) to Use the APA Thesaurus When Searching PsycINFO via EBSCOhost -

<https://www.youtube.com/watch?v=WUoy4DNZxg8>

(Opens in new window.) Transcript

PsycINFO Thesaurus Tutorial - <https://www.youtube.com/watch?v=liW7rBBNdDg>

(Opens in new window) Transcript

PsycINFO (EBSCO 2.0 Platform) - <https://www.youtube.com/watch?v=XFTGfmeB5IA> (Open in new window) Transcript

## Searching with PsycINFO

Once you finish the tutorials, go to the tamuc web site,  
Click on Resources  
Then below library, click on Gee library.

Click on Find Then on Database,

Then search by title or subject, click on **P**

Click on Search by Name,  
Type in PsycINFO,  
Then click search,

Below a window will open up under Resource PsycINFO

Click on PsycINFO.

If you are off campus, you will see Proxy Login (enter your user ID and password)

When you get to PsycINFO, do a search following these steps:

Click on advance search

Click on Thesaurus (at the top of the page)

Each time you do a search you must start with a word from the thesaurus

Enter the word "special education" to the Thesaurus. Then click on browse.

Scroll to the term "special education."

Put a check mark () next to special education

Click "add"

In the Thesaurus, put the term Latinos/Latinas

Put a check mark () next to Latinos/Latinas

Select term Latinos/Latinas, then search using **and** click on and

This means your search with use the terms special education **AND** Latinos/Latinas

Then Search with the terms special education and Latinos/Latinas

On left hand side, under source type, click on Academic Journals.

When you put a check mark, your search is automatically reduced to journal articles. Now you have chosen only journal articles. Books and dissertations have been eliminated from your search.

Select the first 2 journal articles, put them in the folder.

Go to folder view

Select all

Then click "save as file"

Under Include when saving:

Leave HTML link to article not checked

Standard Field Format: brief citation (click)

Citation Format: APA (American Psychological Assoc.) (Click). Now the citations are in APA style

Click save

Copy and use the first 2 journal articles.  
Read and learn: Magazine or Scholarly Journal (below) and

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**Distinguishing Scholarly from Non-Scholarly Periodicals** at  
<http://guides.library.cornell.edu/c.php?g=31867&p=201758> (will open in a new window)

### Magazine or Scholarly Journal

There are several types of periodicals found in academic library collections. Knowing something about the characteristics of each type--popular or scholarly--will help in identifying the appropriate type of periodical titles.

#### POPULAR PERIODICALS

Tend to have short articles (1-5 pages)

Cover a variety of topic/subject areas (Time, The New Yorker, and National Review). They may also cover a single subject area with the intention of informing or entertaining the readership (Sports Illustrated or Audubon).

Contain articles that do not contain a bibliography or cited reference page. The reader cannot check the author's information by tracking down and reading the original information source.

Intended for a non-academic, non-specialized audience.

Use conventional/conversational language, as opposed to a specialized vocabulary.

Provide articles written by journalists, rather than researchers or specialists in a given field.

Provide articles often accompanied by photographs or other illustrations.

Include extensive commercial advertising.

Issued frequently (i.e. come out weekly, bi-weekly or monthly).

Are sometimes in newspaper format.

#### SCHOLARLY PERIODICALS

Include lengthy articles (five to fifty+ pages) which contain original research or results of a study done in a specific subject area (e.g. music theory, psychology, medicine).

Contain articles with footnotes or cited reference pages. The cited references allow the reader to consult the same material that the author used in his/her research.

Intended for an academic or scholarly audience and use technical or specialized vocabulary.

Publish articles written by scholars, specialists, or researchers in the field (as opposed to articles written by journalists reporting on or synthesizing research).

Publish reviews of the literature.

Include articles with charts or tables: news photos and other types of graphics are often not used except in the case of articles on visual subjects such as art, design, or architecture.

Produced under the editorial supervision of a professional association (e.g. Journal of the American Medical Association) or by a scholarly press (e.g. University of Washington Press).

Contain little or no advertising or photographs.

Issued less frequently than magazines (i.e. two to twelve times per year).

## Discussions

### Grading of Discussions

Two posts = 10 points; 1 post = 5 points, 0 posts = 0 points.

**Unit 1 Discussion:** Why is Plagiarism something to be avoided at all costs? (see Plagiarism tutorial <http://www2.umf.maine.edu/plagiarism/>) What is your position on this issue? For full credit on all Discussions, give your opinion and comment on another student's post. Do not say you agree or disagree with someone. Instead, give the logic of reacting to others' ideas and demonstrate your critical thinking in your all Discussion comments.

Please, follow the rules of internet etiquette for all called **Rules of Netiquette**. The Core Rules of Netiquette — Summary

Rule 1. Remember the human. Never forget that the person reading your mail or posting is, indeed, a person, with feelings that can be hurt. ...

Rule 2. Adhere to the same standards of behavior online that you follow in real life. ...

Rule 3. Know where you are in cyberspace. ...

Rule 4. Respect other people's time and bandwidth. To obtain the maximum points respond to at least one other student. A grade will be assigned for participation in the discussions for each Unit. You must participate/post in each discussion thread/activity to receive credit.

### Unit 2 Discussion

Homo sapiens are from 100,000 to 200,000 years old (depending on the research you read). All of our ancestors lived in Africa. About 50,000 years ago a small band left Africa. Our ancestors ended up living all over the world. After watching the Journey of Man: A Genetic Odyssey (2003),

<https://www.youtube.com/playlist?list=PL895E779F2D722DAF> respond to this quote from Spencer Wells: "You and I, in fact everyone all over the world, we're literally African under the skin; brothers and sisters separated by a mere two thousand generations. Old-fashioned concepts of race are not only socially divisive, but scientifically wrong. It's only when we've fully taken this onboard, that we can say with any conviction that the journey our ancestors launched all those years ago, is complete." What is your position on this issue? For full credit on all Discussions, give your opinion and comment on another student's post. To obtain the maximum points do not say you agree or disagree with others' comments. Instead, give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments. To obtain the maximum points respond to at least one other student.

Please, follow the rules of internet etiquette for all Discussions, called Rules of Netiquette. **The Core Rules of Netiquette** — Summary

Rule 1. Remember the human. Never forget that the person reading your mail or posting is, indeed, a person, with feelings that can be hurt. ...

Rule 2. Adhere to the same standards of behavior online that you follow in real life. ...

Rule 3. Know where you are in cyberspace. ...

Rule 4. Respect other people's time and bandwidth.

To obtain the maximum points respond to at least one other student. A grade will be assigned for participation in the discussions for each Unit. You must participate/post in each discussion thread/activity to receive credit. For full credit on all Discussions, give your opinion and comment on another student's post. Do not say you agree or disagree with someone. Instead, give the logic of reacting to others' ideas and demonstrate your critical thinking in your all Discussion comments.

### Unit 6 Discussion

Corporal punishment is a form of physical punishment to get children to abandon undesirable behavior. Punishment involves the deliberate infliction of pain in order to get a child to abandon undesirable behavior. This includes physical chastisement such as spanking, or paddling of minors by parents, guardians, or school personnel. Punishment is not always successful to curv undesirable behavior. In addition, punishment does not teach students to exhibit desirable behavior, yet parents feel the need to use it. **Discussion question: Should Corporal punishment be used with children ages 6 to 12 years?**

### Unit 8 Discussion

What are the advantages and disadvantages of growing up bilingual? Will you want your children to grow up bilingual?

### Unit 10 Discussion

**Should public schools have bilingual instruction?** What is your position on this issue? To obtain the maximum points respond to at least one other student. To obtain the maximum points, do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

### Unit 12 Discussion

**Racism is defined as:** a belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others.

Discussion questions: **Is racism present in American society? What is your opinion on this issue?**

To obtain the maximum points respond to at least one other student. Do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

### Unit 14 Discussion

**Some students seem to be popular among classmates while others seem to be social outsiders.**

Should parents intervene when they see their children being treated as outsiders? To obtain the maximum points respond to at least one other student. To obtain the maximum points do not say you agree or disagree with others' comments. Instead give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

## Assignment Essays

**Unit 8 Assignment Essay: Explain why it is best to introduce children to a second language in the first year of life.** Cite relevant research to support your explanation. Create (at least) a 200-essay (at least 2 in text citations and 2 references). Put your essay in 1 file under Unit 8 Assignment. No use of direct or verbatim quotes longer than 3 consecutive words, no use of websites as references. References must be journal articles or books (our text) obtained from PsycINFO. No use of sources from Google, blogs, websites, dissertations, thesis, PowerPoint, newspapers, or popular magazines as references. Use of these as references equals a score of 0. Do not include your personal story, personal history, experiences, feelings, etc. in any Essay. Save these for the Discussions.

### Checklist for grading **all** essays (put x if present)

- Completed PsycINFO search related to topic
- Included 2 in text citations
- Essay has 2 references in APA style
- No use of Psychology Today, or Ladies Home Journal type popular magazines
- References are books or journal articles obtained from PsycINFO
- No use of websites, blogs, PowerPoint, Facebook, etc. as references
- No direct quotes longer than three consecutive words
- Essay alone (minus references) = 200 words
- No misspelled words

**Unit 10 Assignment: QEP Global Citizen Essay:** The purpose of this question is to increase your ability to see yourself as a global citizen, using the Learning Outcome 3 (Students will be able to view themselves as engaged citizens within an interconnected and diverse world).

Using the terms Global Citizen (or other related terms) and characteristics find (at least) 2 journal articles from PsycINFO EBSCO, (otherwise the essay is a zero), that include (at least) 4 characteristics of a Global Citizen. **List these 4 characteristics include the references where you found the characteristics.** Then create (at least) a 200-essay (including the 4 characteristics) on why people are global citizens (at least 2 in text citations and 2 references). Put your essay in 1 file under Unit 10 Assignment. No use of direct or verbatim quotes longer than 3 consecutive words, no use of websites as references. References must be obtained from PsycINFO. No use of sources from Google, blogs, websites, dissertations, thesis, PowerPoint, newspapers, or popular magazines as references. Use of these as references equals a score of 0. Do not include your personal story, personal history, experiences, feelings, etc. in any Essay. Save these for the Discussions.

Possible sources for your essay (from PsycINFO).



Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.

Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(5), 858-870. doi:10.1080/00207594.2012.701749

Roberts, D. C., Welch, L., & Al-Khanji, K. (2013). Preparing Global Citizens. *Journal of College and Character*, 14(1), 85-92.

Gustin, L. W., & Wagner, L. (2013). The butterfly effect of caring—Clinical nursing teachers' understanding of self-compassion as a source to compassionate care. *Scandinavian Journal of Caring Sciences*, 27(1), 175–183. <https://doi.org/10.1111/j.1471-6712.2012.01033.x>

### Due dates

Each Unit's Assignment Essays, Quizzes and Discussions are due at 11:59 pm on the due date. All assignments must be posted to D2L, sending it in an email attachment is not acceptable.

**No Assignments or Discussions will be accepted after 12/1/2020.**

Assignments in this course will include Readings, Quizzes, 3 Assignment Essays and 14 Discussions. There will be 2 multiple choice quizzes.

### COURSE OUTLINE/CALENDAR

#### Psy 322 Sum 2 2020 due dates

Unit 1 due date 6/2/2020

Unit 2 due date 6/3/2020

Unit 3 due date 6/5/2020

Unit 4 due date 6/8/2020

Unit 5 due date 6/10/2020

Unit 6 due date 6/12/2020

Unit 7 due date 6/15/2020

Unit 8 Quiz due date 6/17/2020. Topics of quiz: searching Psych INFO, differentiating scholarly journals from popular magazines, how to cite a journal article or book as a reference in APA format, chapters 1 to 8.

Unit 9 due date 6/19/2020

Unit 10 due date 6/22/2020

Unit 11 due date 6/24/2020

Unit 12 due date 6/26/2020

Unit 13 due date 6/29/2020

Unit 14 due date 6/30/2020

Unit 15 Quiz due date 7/1/2020. Topics of quiz: chapters 9 to 19, searching Psych INFO, differentiating scholarly journals from popular magazines, how to cite a journal article or book as a reference in APA format.

#### Psy 233 summer 2 2019

(Tentative Schedule – subject to announced changes) Refer to D2L announcements and your myLeo e-mail for changes to assignments, requirements or schedule due dates.

Unit	Required Activity	WORK DUE & date	
Unit 1	Review Syllabus & Course Requirements Read Ch. 1	June 2, 2020, 11:59 pm Complete Unit 1 Discussion	
Unit 2	Read Ch. 2	June 3, 2020 11:59 pm	

Unit	Required Activity	WORK DUE & date	
		Unit 2 Discussion	
Unit 3	Read Ch. 3	June 5, 2020 11:59 pm	
Unit 4	Read Ch. 4	June 8, 2020 11:59 pm	
Unit 5	Read Ch. 5	June 10, 2020 11:59 pm	
Unit 6	Read Ch. 6	Unit 6 Discussion June 12, 2020 11:59 pm	
Unit 7	Read Ch. 7	June 15, 2020 11:59 pm	
Unit 8	Read Ch. 8	June 17, 2020 11:59 pm Unit 8 Discussion Unit 8 Assignment Essay Unit 8 Quiz covers Chs. 1 to 8	
Unit 9	Read Ch. 9 & 10	6/19/2020 11:59 pm	
Unit 10	Read Ch. 11 & 12	Unit 10 Discussion 6/22/2020 11:59 pm Unit 10 Assignment Essay	
Unit 11	Read Ch. 13 & 14	Unit 11 due date 6/24/2020 11:59 pm	
Unit 12	Read Ch. 15 & 16	Unit 12 Discussion 6/26/2020 11:59 pm	
Unit 13	Read Ch. 17	6/29/2020 11:59 pm	
Unit 14	Read Chs. 18	Unit 14 Discussion 6/30/2020/ 11:59 pm	
Unit 15	Unit 15 QUIZ	Unit 15 QUIZ covers Chs. 9 to 18 7/1/2020/ 11:59 pm No Assignments or Discussions will be accepted after 7/1/20	

## **No Assignments or Discussions will be accepted after 7/1/20**

Each Unit's tasks are due at 11:59 pm on the due date. Assignments in this course will include Readings, Quizzes, Assignment Essays and Discussions. There will be 2 multiple choice quizzes.

### **Due dates**

Each Unit's Assignment Essays, Quizzes and Discussions are due at 11:59 pm on the due date. All assignments must be posted to D2L, sending it in an email attachment is not acceptable. Tentative due dates subject to change

### **Assignment Essays**

Each Assignment Essay requires at least 200 words, at least 2 in text citations, and at least 2 references obtained from PsycINFO. References may include our textbook and journal articles. Any use of direct quotes longer than 3 consecutive words in an Assignment Essay, will gain the user a grade of 0. Assignment Essays require facts supported by references. Therefore, do not give your personal opinion, experience, philosophy, etc. Save your opinions (experience, philosophy, etc.) for the Discussions. Discussions are specifically designed for you to give your personal opinions. No use of direct quotes longer than 3 consecutive words in any Assignment Essay. Quotes longer than 3 consecutive words will gain the user a grade of 0. Do not use direct quotes longer than 3 consecutive words.

## **COMMUNICATION AND SUPPORT**

### ***Interaction with Instructor Statement***

Communicate with the instructor via email and during the semester expect a response within 48 hours.

### ***University Specific Procedures: Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **Conduct:**

The following are illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:

Academic cheating and plagiarism.

Malicious destruction, damage, unauthorized possession, or misuse of University property, including library and laboratory materials, or of private property on the campus.

Abuse, whether physical, mental, or otherwise, of another person in the University community.

Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.

Violation of local, state, and federal laws on or off campus.

Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.

Failure to respond to a summons by letter, telephone call, E-mail, or personal messenger from a University administrative official or faculty member.

Sexual or racial harassment.

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Academic Misconduct**

If I detect academic misconduct, you may FAIL this course.

### **On independent work**

Everything you do in this course is completed without the aid of others. **You may not** have aid on quizzes. You may not use books, notes or other help on the quizzes.

### **Honesty and Plagiarism:**

#### **Plagiarism**

Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined you committed plagiarism or cheating may get you an F in this course.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, copying test items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. You may not open, view, download, save or use another student's files or your work from another course. If you do this is cheating and will fail this course.

**Collusion** is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library- Room 162 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu) Website: Office of Student Disability Resources and Services <http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/> Nondiscrimination Notice Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

## Study guide

### Ch. 1

#### STUDY GUIDE QUESTIONS

After completing Chapter 1, students should be able to answer the following questions:

- 1.1 What ideas about development were proposed by early philosophers and scientists?
1. What is the lifespan perspective?
1. What major domains and periods do developmental scientists use to organize their discussions of the human lifespan?
  1. How do developmentalists view the two sides of the nature–nurture debate?
  1. What is the continuity–discontinuity debate?
  1. How do the three kinds of age-related change differ?
  1. How does consideration of the contexts in which change occurs improve scientists' understanding of human development?
1. What are the goals of scientists who study human development?
- 1.9 What descriptive methods do developmental scientists use?
- 1.10 What is the primary advantage of the experimental method?
- 1.11 What are the pros and cons of cross-sectional, longitudinal, and sequential research designs?
- 1.1 Why is cross-cultural research important to the study of human development?
- 1.1 What are the ethical standards that developmental researchers must follow?

#### KEY TERMS

ageism	human development	physical domain
atypical development	independent variable	population
case study	laboratory observation	qualitative change
cognitive domain	lifespan perspective	quantitative change
cohort effects	longitudinal design	representative sample
control group	maturation	research ethics
correlation	naturalistic observation	sample
critical period	nature–nurture debate	sensitive period
cross-sectional design	nonnormative changes	sequential design
dependent variable	norm-referenced tests	social clock
ethnography	normative age-graded changes	social domain
experiment	normative history-graded changes	stages
experimental group	norms	survey

### Ch. 2

#### STUDY GUIDE QUESTIONS

After completing Chapter 2, students should be able to answer the following questions:

- 2.1 What are the main ideas of Freud's psychosexual theory?
- 2.2 What is the conflict associated with each of Erikson's psychological stages?
- 2.3 What are the strengths and weaknesses of psychoanalytic theory?
- 2.4 How did Watson condition Little Albert to fear white, furry objects?
- 2.5 How does operant conditioning occur?

- 2.6 In what ways does social-cognitive theory differ from other learning theories?
- 2.7 How do the learning theories explain development?
- 2.8 How does cognitive development progress, according to Piaget?
- 2.9 How did Vygotsky use the concepts of scaffolding and the zone of proximal development to explain cognitive development?
- 2.10 How does information-processing theory explain the findings of developmental psychologists such as Piaget and Vygotsky?
- 2.11 What are some of the important contributions of the cognitive theories?
- 2.12 How do behavior geneticists explain individual differences?
- 2.13 What kinds of behaviors are of interest to ethologists and sociobiologists?
- 2.14 What is the main idea of Bronfenbrenner's bioecological theory?
- 2.15 What assumptions do the three families of theories make about development?
- 2.16 On what criteria do developmentalists compare the usefulness of theories?
- 2.17 What is eclecticism?

### KEY TERMS

accommodation	learning theories
assimilation	neo-Piagetian theory
behavior genetics	observational learning, or modeling
behaviorism	operant conditioning
bioecological theory	psychoanalytic theories (
classical conditioning	psychosexual stages (
cognitive theories	psychosocial stages
eclecticism	punishment
ego	reinforcement 0
equilibration	scheme
ethology	sociobiology 9
extinction 1	sociocultural theory
id	superego
information-processing theory	

### Ch. 3

#### LEARNING OBJECTIVES

After completing Chapter 3, students should be able to answer the following Study Guide Questions:

- 3.1 What are the characteristics of the zygote?
- 3.2 In what ways do genes influence development?
- 3.3 What are the effects of the major dominant, recessive, and sex-linked diseases?
- 3.4 How do trisomies and other disorders of the autosomes and sex chromosomes affect development?
- 3.5 What are the characteristics of each trimester of pregnancy?
- 3.6 What happens in each stage of prenatal development?
- 3.7 How do male and female fetuses differ?
- 3.8 What behaviors have scientists observed in fetuses?
- 3.9 How do teratogens affect prenatal development?
- 3.10 What are the potential adverse effects of tobacco, alcohol, and other drugs on prenatal development?
- 3.11 What risks are associated with teratogenic maternal diseases?
- 3.12 What other maternal factors influence prenatal development?
- 3.13 How do physicians assess and manage fetal health?
- 3.14 What kinds of birth choices are available to expectant parents?
- 3.15 What happens in each of the three stages of labor?
- 3.16 What do physicians learn about a newborn from the Apgar and Brazelton scales?
- 3.17 Which infants are categorized as low birth weight and what risks are associated with this status?

#### KEY TERMS

amnion	gonads
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anoxia	implantation
axons	low birth weight (LBW)
cell body	multi-factorial inheritance
cephalocaudal pattern 9	neonate
cesarean section (c-section)	neurons
chromosomes	organogenesis
dendrites	phenotype
deoxyribonucleic acid (DNA)	placenta 9
dominant-recessive pattern	polygenic inheritance
embryonic stage	proximodistal pattern
fetal stage	synapses
gametes	teratogens
genes	umbilical cord 9
genotype	viability
germinal stage	zygote
glial cells	

**Ch.****STUDY GUIDE QUESTIONS**

After completing Chapter , students should be able to answer the following questions:

- 4.1 What important changes in the brain take place during infancy?
- 4.2 How do infants' reflexes and behavioral states change?
- 4.3 How do infants' bodies change, and what is the typical pattern of motor skills development in the first years?
- 4.4 What are the nutritional needs of infants?
- 4.5 How does malnutrition affect infants' development?
- 4.6 What are infants' health-care and immunization needs?
- 4.7 What have researchers learned about sudden infant death syndrome?
- 4.8 How do infant mortality rates vary across groups?
- 4.9 How do infants' visual abilities change across the first months of life?
- 4.10 How do infants' senses of hearing, smell, taste, touch, and motion compare to those of older children and adults?
- 4.11 How do researchers study perceptual development?
- 4.12 How do depth perception and patterns of looking change over the first years?
- 4.13 How do infants perceive human speech, recognize voices, and recognize sound patterns other than speech?
- 4.14 What is intermodal perception?
- 4.15 What arguments do nativists and empiricists offer in support of their theories of perceptual development?

**KEY TERMS**

adaptive reflexes (	intermodal perception 00	sudden infant death syndrome
auditory acuity 9	myelinization (	(SIDS 9
colic (	nativists 01	synapses (
dishabituation 9	plasticity (	synaptogenesis (
dynamic systems theory (	preference technique 9	tracking 9
empiricists 01	primitive reflexes (	visual acuity 9
habituation 9	pruning (	
infant mortality 91	reticular formation (	

**Ch. 5****STUDY GUIDE QUESTIONS**

After completing Chapter 5, students should be able to answer the following questions:

- 5.1 What are the milestones of Piaget's sensorimotor stage?
- 5.2 How have other theorists challenged Piaget's explanation of infant cognitive development?
- 5.3 What does research tell us about infants' understanding of objects?

- 5.4 What kinds of learning are infants capable of?
- 5.5 How does categorical understanding change over the first years?
- 5.6 How does memory function in the first years?
- 5.7 What are the behaviorist, nativist, and interactionist explanations of language development?
- 5.8 What are some environmental influences on language development?
- 5.9 How do infants' sounds, gestures, and understanding of words change in the early months of life?
- 5.10 What are the characteristics of toddlers' first words?
- 5.11 What kinds of sentences do children produce between 1 and months of age?
- 5.1 What kinds of individual differences are evident in language development?
- 5.1 How does language development vary across cultures?
- 5.1 How is intelligence measured in infancy?

#### KEY TERMS

A-not-B error 0	means-end behavior 0
babbling 1	naming explosion 19
Bayley Scales of Infant Development	object concept 10
cooing 1	object permanence 0
deferred imitation 0	primary circular reaction 0
expressive language 19	receptive language 1
holophrases 19	schematic learning 1
infant-directed speech (IDS 1	secondary circular reaction 0
inflections 0	sensorimotor stage 0
intelligence	telegraphic speech 0
interactionists 1	tertiary circular reaction (p.10
language acquisition device (LAD 1	violation-of-expectations method 10

#### Ch. 6

#### LEARNING OBJECTIVES

After completing Chapter 6, students should be able to answer the following questions:

- 6.1 How do Freud's and Erikson's views of personality development in the first years differ?
- 6.2 What are the main ideas of attachment theory?
- 6.3 How does synchrony affect parent-infant relations?
- 6.4 What are the four phases of attachment and the behaviors associated with them?
- 6.5 What are the four attachment patterns that Ainsworth discovered?
- 6.6 What variables might affect a parent's ability to establish an attachment relationship with an infant?
- 6.7 What are the long-term consequences of attachment quality?
- 6.8 In what ways do patterns of attachment vary across cultures?
- 6.9 On which dimensions of temperament do most developmentalists agree?
- 6.10 What are the roles of heredity, neurological processes, and environment in the formation of temperament?
- 6.11 How do the subjective self, the objective self, and the emotional self development during the first years?
- 6.12 Why is it difficult to study the effects of nonparental care on development?
- 6.13 What might be the effects of nonparental care on physical and cognitive development?
- 6.14 What does research suggest about the risks of nonparental care with respect to social development?
- 6.15 What variables should be taken into account in interpretations of research on nonparental care?

#### KEY TERMS

attachment 0	personality
attachment theory 9	secure attachment
autism spectrum disorders (ASD)	separation anxiety
goodness-of-fit 0	social referencing
insecure/ambivalent attachment	stranger anxiety
insecure/avoidant attachment	subjective self 1



insecure/disorganized attachment  
 niche picking 9  
 objective (categorical self) 1

synchrony 0  
 temperament

## Ch. 7

### STUDY GUIDE QUESTIONS

After completing Chapter 7, students should be able to answer the following questions:

- 7.1 What are the major milestones of growth and motor development between and ?
- 7.2 What important changes happen in the brain during these years?
- 7.3 What are the nutritional and health-care needs of young children?
- 7.4 What factors contribute to abuse and neglect, and how do these traumas affect children's development?
- 7.5 What are the characteristics of children's thought during Piaget's preoperational stage?
- 7.6 How has recent research challenged Piaget's view of this period?
- 7.7 What is a theory of mind, and how does it develop?
- 7.8 How do information-processing and sociocultural theorists explain changes in young children's thinking?
- 7.9 How does fast-mapping help children learn new words?
- 7.10 What happens during the grammar explosion?
- 7.11 What is phonological awareness, and why is it important?
- 7.12 What are the strengths and weaknesses of IQ tests?
- 7.13 What kinds of evidence support the nature and nurture explanations for individual differences in IQ?
- 7.14 What theories and evidence have been offered in support of genetic and cultural explanations of group differences in IQ scores?

### KEY TERMS

centration 0	lateralization
conservation 0	metacognition
corpus callosum	metamemory
egocentrism 9	operational efficiency
false belief principle	overregularization
fast-mapping	phonological awareness
grammar explosion	preoperational stage 9
handedness	reaction range
hippocampus	semiotic (symbolic function)
intelligence quotient (IQ) 9	short-term storage space (STSS)
invented spelling	theory of mind

## Ch. 8

### LEARNING OBJECTIVES

After completing Chapter , students should be able to answer the following questions:

- 8.1 What major themes of development did the psychoanalytic theorists propose for the early childhood period?
  - . What are the findings of social-cognitive theorists with respect to young children's understanding of the social world?
  - . How does temperament change in early childhood?
  - . What changes take place in the young child's categorical, emotional, and social selves during the preschool years?
  - . How do the major theoretical orientations explain gender development?
  - . What are the characteristics of young children's sex-role knowledge?
  - . How is the behavior of young children sex-typed?
  - . How does attachment change during the early childhood years?
- 8.9 How do parenting styles affect children's development?
- 8.10 How are ethnicity and socioeconomic status related to parenting style?
- 8.11 How is family structure related to children's development?

- 8.12 How does divorce affect children's behavior in early childhood and in later years?  
 8.13 What are some possible reasons for the relationship between family structure and development?  
 8.14 What are the various kinds of play that are exhibited by preschoolers?  
 8.15 What types of aggression do children display during early childhood?  
 8.16 How do prosocial behavior and friendship patterns change during early childhood?

<b>KEY TERMS</b>
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aggression	hostile aggression
authoritarian parenting style 9	inductive discipline 9
authoritative parenting style 9	instrumental aggression
cross-gender behavior 90	parenting styles 9
emotional regulation	permissive parenting style 9
empathy	person perception 1
extended family	prosocial behavior
gender	sex-typed behavior 9
gender constancy	social-cognitive theory 1
gender identity	social skills
gender schema theory	uninvolved parenting style 9
gender stability	

**Ch. 9**

<b>LEARNING OBJECTIVES</b>
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After completing Chapter 9, students should be able to answer the following questions:

- 9.1 What kinds of physical changes occur during middle childhood?  
 9.2 In what ways does the brain change during these years?  
 9.3 What are the three most important health hazards for - to 1-year-olds?  
 9.4 How do vocabulary and other aspects of language change during middle childhood?  
 9.5 What cognitive advantages do children gain as they move through Piaget's concrete operational stage?  
 9.6 What is horizontal decalage, and how does Siegler explain concrete operational thinking?  
 9.7 How do children's information-processing skills improve during middle childhood?  
 9.8 What should be included in an effective literacy curriculum?  
 9.9 How do bilingual and ESL approaches to second-language instruction differ?  
 9.10 Why do schools administer achievement tests, and what kinds of items do they include?  
 9.11 What kinds of group differences in achievement have educational researchers found?  
 9.12 Why is the term *learning disability* controversial?  
 9.13 How does attention-deficit hyperactivity disorder affect a child's development?

<b>KEY TERMS</b>
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achievement test (	inclusive education (
analytical style (	inductive logic (1
association areas (1	learning disability (1
asthma (1	memory strategies (1
attention-deficit hyperactivity disorder (ADHD (	obese (1
automaticity	overweight (1
balanced approach (	processing efficiency
bilingual education (	relational style (
BMI-for-age (1	relative right-left orientation (1
class inclusion (19	reversibility (1
concrete operational stage (1	selective attention (1
decentration (1	severely obese (1
deductive logic (1	spatial cognition (1
dyslexia (1	spatial perception (1
English-as-a-second-language (ESL program (	systematic and explicit phonics (
excessive weight gain (1	traumatic brain injury (TBI (1
executive processes (1	

**Ch. 10****LEARNING OBJECTIVES**

After completing Chapter 10, students should be able to answer the following questions:

- 10.1 How did the psychoanalytic theorists characterize the middle childhood years?
- 10.2 What are the main ideas of the trait and social-cognitive theorists?
- 10.3 What are the features of the psychological self?
- 10.4 How does self-esteem develop?
- 10.5 How does children's understanding of others change in middle childhood?
- 10.6 How do children in Piaget's moral realism and moral relativism stages reason about right and wrong?
- 10.7 How does self-regulation affect school-aged children's relationships with their parents?
- 10.8 What changes occur in children's understanding of friendships during this period?
- 10.9 In what ways do boys and girls interact during the middle years?
- 10.10 What types of aggression are most common among school-aged children?
- 10.11 How do popular, rejected, and neglected children differ?
- 10.12 What factors contribute to resilience and vulnerability among poor children?
- 10.13 How do television, computers, and video games affect children's development?

**KEY TERMS**

bullying (	reciprocal determinism (	self-regulation
conduct disorder (	relational aggression (	social comparisons (
moral realism stage (	retaliatory aggression (	social status (
moral relativism stage (	self-efficacy (	trait (
psychological self (	self-esteem (	

**Ch. 11****LEARNING OBJECTIVES**

After completing Chapter 11, students should be able to answer the following questions:

- 11.1 How do the brains and other body systems of adolescents differ from those of younger children?
- 11.2 What are the major milestones of puberty?
- 11.3 What are the consequences of early, "on time," and late puberty for boys and girls?
- 11.4 What are the patterns of adolescent sexual behavior in the United States?
- 11.5 Which teenaged girls are most likely to get pregnant?
- 11.6 What are some causes that have been proposed to explain homosexuality?
- 11.7 How does sensation seeking affect risky behavior in adolescents?
- 11.8 What patterns of drug, alcohol, and tobacco use have been found among adolescents in the United States?
- 11.9 What are the characteristics and causes of eating disorders?
- 11.10 Which adolescents are at greatest risk of depression and suicide?
- 11.11 What are the characteristics of thought in Piaget's formal operational stage?
- 11.12 What are some major research findings regarding the formal operational stage?
- 11.13 What kinds of advances in information-processing capabilities occur during adolescence?
- 11.14 How do changes in students' goals contribute to the transition to secondary school?
- 11.15 What gender and ethnic differences in science and math achievement have researchers found?
- 11.16 What variables predict the likelihood of dropping out of high school?

**KEY TERMS**

ability goals (	pituitary gland (
adolescence (	prefrontal cortex (PFC (
anorexia nervosa	primary sex characteristics (
bulimia nervosa	puberty (
formal operational stage (	secondary sex characteristics (
hypothetico-deductive reasoning (	secular trend
imaginary audience (	systematic problem solving (
menarche (	task goals (
personal fable (	transgendered (

**Ch. 1****LEARNING OBJECTIVES**

After completing Chapter 1, students should be able to answer the following questions:

- 12.1 What happens during Erikson's identity-versus-role-confusion stage?
- 12.2 How does Marcia explain identity development?
- 12.3 In what ways does self-understanding in adolescence differ from that in childhood?
- 12.4 How does self-esteem change across the teenage years?
- 12.5 What are the gender role concepts of adolescents?
- 12.6 How do minority, biracial, and immigrant teens develop a sense of ethnic identity?
- 12.7 What are the features of moral reasoning at each of Kohlberg's stages?
- 12.8 What are some important causes and effects in the development of moral reasoning?
- 12.9 How has Kohlberg's theory been criticized?
- 12.10 What are the moral reasoning abilities and other characteristics of delinquents?
- 12.11 What are the features of adolescents' relationships with their parents?
- 12.12 What are the characteristics of adolescents' friendships?
- 12.13 How do peer groups change over the teen years?
- 12.14 How does interest in romantic relationships emerge among heterosexual and homosexual teens?

**KEY TERMS**

clique 1	identity achievement
conventional morality 0	identity crisis
crowd 1	identity diffusion
cyberbullying 10	identity versus role confusion
delinquency 10	moratorium
ethnic identity 0	postconventional morality 0
foreclosure	preconventional morality 0
gender role identity 01	role-taking 0
identity	

**Ch. 13****LEARNING OBJECTIVES**

After completing Chapter 13, students should be able to answer the following questions:

- 13.1 What is the difference between primary and secondary aging?
- 13.2 What changes in the brain take place in early adulthood?
- 13.3 How do other body systems change during early adulthood?
- 13.4 What habits and personal factors are associated with good health?
- 13.5 What are some of the viral and bacterial STDs that afflict young adults?
- 13.6 What are the causes and effects of intimate partner abuse?
- 13.7 Which mental disorders occur most frequently in young adulthood?
- 13.8 What is the difference between physical and psychological substance dependence?
- 13.9 What types of postformal thought have developmentalists proposed?
- 13.10 How do the concepts of crystallized and fluid intelligence help to explain age-related changes in IQ scores?
- 13.11 What are some of the ways in which college attendance affects individual development?
- 13.12 What is the impact of gender, ethnicity, and disability on the college experience?

**KEY TERMS**

crystallized intelligence	postformal thought 0
dialectical thought 1	postsecondary education
fluid intelligence	primary aging (senescence)
intimate partner abuse	reflective judgment 1
limbic system	relativism 0
locus of control 0	schizophrenia
maximum oxygen uptake (VO max)	secondary aging
pelvic inflammatory disease 1	sexual violence
personality disorder	substance abuse
phobia	

**Ch. 14****LEARNING OBJECTIVES**

After completing Chapter 14, students should be able to answer the following questions:

- 14.1 What did Erikson mean when he described early adulthood as a crisis of intimacy versus isolation?
- 14.2 What is a life structure, and how does it change?
- 14.3 What are the characteristics of emerging adulthood?
- 14.4 What factors do evolutionary and social role theorists emphasize in their theories of mate selection?
- 14.5 How do marriage and divorce affect the lives of young children?
- 14.6 What factors contribute to the relationship between premarital cohabitation and divorce?
- 14.7 In what ways are gay and lesbian couples similar to and different from heterosexual couples?
- 14.8 How do singles accomplish Erikson's psychosocial developmental task of intimacy?
- 14.9 What happens during the transition to parenthood?
- 14.10 How are family and friends important to young adults?
- 14.11 What factors influence an individual's occupational choices?
- 14.12 How do career goals and job satisfaction change over time?
- 14.13 What are some of the innovations that are associated with the quality of work–life movement?
- 14.14 In what way do women's work patterns differ from those of men?

**KEY TERMS**

assortative mating (homogamy)	kin-keeper
avoidant couples	life structure 1
career development	parental investment theory
emerging adulthood	quality of work–life (QWL movement)
hostile/detached couples	social role theory
hostile/engaged couples	validating couples
intimacy 0	volatile couples
intimacy versus isolation 0	work–life balance

**Ch. 15****LEARNING OBJECTIVES**

After completing Chapter 15, students should be able to answer the following questions:

- 15.1 What do researchers know about brain function in middle age?
- 15.2 How does reproductive function change in men and women in middle age?
- 15.3 What is osteoporosis, and what factors are associated with it?
- 15.4 How do vision and hearing change in middle age?
- 15.5 How does cardiovascular disease develop?
- 15.6 What factors contribute to cancer?
- 15.7 What are some important differences in the health of middle-aged men and women?
- 15.8 How are socioeconomic status and ethnicity related to health in middle adulthood?
- 15.9 What are some of the consequences of alcoholism for middle-aged adults?
- 15.10 How do Denney's and the Balteses' models explain the relationship between health and cognitive functioning in middle age?
- 15.11 What has research revealed about the link between health and cognitive functioning?
- 15.12 How do young and middle-aged adults differ in performance on memory tests?
- 15.13 What does research suggest about age-related changes in creativity?

**KEY TERMS**

alcoholism	osteoporosis 1
atherosclerosis	perimenopausal phase
cardiovascular disease (CVD)	postmenopausal phase 9
climacteric	premenopausal phase
creativity 9	presbycusis
episodic memories 9	presbyopia
hypertension	selective optimization with compensation 90

menopause

semantic memories 9

**Ch. 16****LEARNING OBJECTIVES**

After completing Chapter 16, students should be able to answer the following questions:

- 16.1 How do the views of Erikson and Vaillant differ with regard to generativity?
- 16.2 How do proponents of the midlife crisis and the life events perspective approach middle age differently?
- 16.3 What contributes to the “mellowing” of partnerships in middle adulthood?
- 16.4 How do multigenerational caregiving and caregiver burden affect middle-aged adults’ lives?
- 16.5 How does the grandparent role affect middle-aged adults?
- 16.6 How do social networks change during middle adulthood?
- 16.7 What is the evidence for continuity and change in personality throughout adulthood?
- 16.8 What factors influence work satisfaction in middle adulthood?
- 16.9 What strategies do middle-aged workers use to maintain job performance at a satisfactory level?
- 16.10 What factors contribute to career transitions in midlife?
- 16.11 How do Baby Boomers differ from previous cohorts with respect to preparation for retirement?

**KEY TERMS**

burnout 9	life events approach 1
caregiver burden	multigenerational caregivers
companionate relationships	remote relationships
generativity 0	role conflict
involved relationships	

**Ch. 17****LEARNING OBJECTIVES**

After completing Chapter 17, students should be able to answer the following questions:

- 17.1 What factors contribute to life expectancy and longevity?
- 17.2 What variables contribute to individual differences in health among older adults?
- 17.3 How does the brain change in late adulthood?
- 17.4 What types of sensory changes occur in late adulthood?
- 17.5 How do theories explain biological aging?
- 17.6 What are the behavioral effects of changes in the various body systems of older adults?
- 17.7 What is Alzheimer’s disease, and how does it differ from other dementias?
- 17.8 What does research suggest about depression among older adults?
- 17.9 What kinds of memory differences distinguish older and younger adults?
- 17.10 What do theory and research on wisdom and creativity reveal about cognitive functioning in late adulthood?

**KEY TERMS**

activities of daily living (ADLs) (1	programmed senescence theory (
Alzheimer’s disease	satiety (
cross-linking (	synaptic plasticity (
dementia	telomere (
frail elderly (1	terminal decline hypothesis (
free radicals (	tinnitus (
gerontology (1	vascular dementia
Hayflick limit (	wisdom (
instrumental activities of daily living (IADLs) (1	

**Ch. 18****LEARNING OBJECTIVES**

After completing Chapter 18, students should be able to answer the following questions:

- 18.1 What does research say about Erikson’s stage of ego integrity versus despair?
- 18.2 What are the main ideas of activity, disengagement, and continuity theory?
- 18.3 How is successful aging manifested in the lives of older adults?

- 18.4 How does religious coping influence physical and mental health in late adulthood?
- 18.5 What are the living arrangements of most elderly people in the United States and in other industrialized countries?
- 18.6 How do intimate partnerships contribute to development in late adulthood?
- 18.7 What is the significance of family relationships and friendships for older adults?
- 18.8 What are some gender and ethnic differences in older adults' social networks?
- 18.9 What factors contribute to the decision to retire?
- 18.10 How does retirement affect the lives of older adults?

#### KEY TERMS

activity theory (	institutional migration (
aging in place	life review (
amenity move (	religious coping (
compensatory (kinship migration (	reminiscence (
continuity theory (	successful aging (
disengagement theory (	volunteerism (
ego integrity (	

#### Ch. 19

#### LEARNING OBJECTIVES

After completing Chapter 19, students should be able to answer the following questions:

- 19.1 What are the characteristics of clinical death, brain death, and social death?
- 19.2 How do hospice and hospital care differ with respect to their effects on terminally ill patients?
- 19.3 What are the characteristics of children's and adolescents' ideas about death?
- 19.4 How do young, middle-aged, and older adults think about death?
- 19.5 What factors are related to fear of death in adults?
- 19.6 How do adults prepare for death?
- 19.7 How did Kübler-Ross explain the process of death?
- 19.8 What are some other views of the process of dying?
- 19.9 How do people vary in the ways they adapt to impending death?
- 19.10 How does Freud's psychoanalytic theory view grief?
- 19.11 What are the theories of Bowlby and Sanders regarding grief?
- 19.12 What theories of grief have been proposed by critics of psychoanalytic and attachment theories?
- 19.13 How do funerals and ceremonies help survivors cope with grief?
- 19.14 What factors influence the grieving process?
- 19.15 How does grief affect the physical and mental health of widows and widowers?

#### KEY TERMS

brain death (	grieving (	social death (
clinical death (	hospice care (	thanatology (
complicated grief (	palliative care (	unique invulnerability