Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: 11/1/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Ana García-Nevarez</td>
<td>Submitted by: Kristen Alexander</td>
</tr>
<tr>
<td>New __ Change x__ Deletion</td>
<td></td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No x ___</td>
<td>For Catalog Copy: Yes x No ___</td>
<td>Semester Effective: Fall x Spring ___ 2011</td>
</tr>
<tr>
<td></td>
<td>CCE (Extension): Yes ___ No x ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): | Yes x__ No ___

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Change to:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): CHDV 242</td>
<td>Title: Theoretical Approaches to Child Development</td>
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<tr>
<td>Units: 3</td>
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JUSTIFICATION:

This proposal is being put forth with a request to retroactively consider this course as satisfying the GWAR beginning Fall 2011. No change is being made to the description or any other part of the course.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

(SAME)
An in-depth examination of physical, cognitive, and social development from infancy through adolescence. Content includes current developmental theory and research and the application of this research to educational and community settings, with special emphasis on the cultural context of development. The development of critical thinking skills and scholarly writing will be emphasized.

Note:

<table>
<thead>
<tr>
<th>Prerequisite: graduate standing or instructor permission</th>
<th>Enforced at Registration: Yes x__ No ___</th>
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<tbody>
<tr>
<td>Corequisite:</td>
<td>Enforced at Registration: Yes No</td>
</tr>
<tr>
<td>Enforced at Registration: Yes No</td>
<td>Graded: Letter x__ Credit/No Credit</td>
</tr>
<tr>
<td>Instructor Approval Required? Yes No x__</td>
<td>Course Classification (e.g., lecture, lab, seminar, discussion):</td>
</tr>
<tr>
<td>Cross Listed? Yes No x__</td>
<td>Title for CMS (not more than 30 characters)</td>
</tr>
<tr>
<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
<td></td>
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<tr>
<td>How Many Times Can This Course be Taken for Credit? 1</td>
<td></td>
</tr>
<tr>
<td>Can the course be taken for Credit more than once during the same term? Yes No x__</td>
<td></td>
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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**For whom is this course being developed?**

Majors in the Dept. x Majors of other Depts. Minors in the Dept. General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). CHDV

**The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.**

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>11/12/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>11/18/11</td>
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**CPSP (for school personnel courses ONLY)**

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<th>Signatures:</th>
<th>Date</th>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
Child Development 242: Theoretical Approaches to Child Development
Lecture: T 5-7:50 PM
Fall, 2011, EUR 106

Professor: Dr. Kristen Weede Alexander
Office: 213 Brighton Hall
Phone: 278-7829
Email: kalexander@csus.edu
Office Hours: Tuesdays 12-1:25, 3-4:30 (or by appointment)

Required Texts:


Additional readings are required and are available via SacCT.

Course Description: The purpose of this course is to provide an in-depth examination of biological, cognitive, and social development from infancy through adolescence. Content will be focused on historical and current developmental theory and research. Emphasis will be placed on advancing students’ knowledge of developmental theory and research through the use of extensive reading, critical thinking, and scholarly writing. You must be of graduate standing to take this course.

Class Expectations: This is a graduate course, and work is assigned accordingly. You are expected to actively participate in class discussions, read all required readings, and complete all assignments on time. Course related questions and comments are encouraged during class and office hours. All assignments must be typed with 12-point font and 1 inch margins and follow the strict APA writing style guidelines. A sizable portion of your grade will also be based on your participation during class. Your final grade will be based on your total points at the end of the course.

Course materials and activities will be supplemented with internet-based activities. In addition to gaining valuable information regarding the course and assignments, a portion of your grade may be based on using SacCT tools. You are responsible for knowing about deadlines and completing assignments in a timely manner. Look ahead and ask questions when they arise. As a rule, assignments will not be accepted over e-mail. If you have a problem with turning in an assignment in class, contact the instructor in advance to make other arrangements to prevent deductions.

Students are expected to uphold the highest standards of academic integrity in this course. No cheating or plagiarism will be tolerated. Any academic dishonesty will be reported to the university and your grade will be severely affected at the discretion of the instructor. You are encouraged to review the university policies on this topic.

Writing Expectations: By the end of the semester, students will
1. Understand the major research and/or professional conventions, practices, and methods of inquiry within the discipline of child development;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

**Course Grading:** Your grade will consist of the total points accumulated for participation, exams, and assignments. Ten percent of the total possible points will be deducted per day assignments are late.

**Lead class discussion (10%):** Each student will lead the class discussion once during the semester (individually or in pairs). Look at the syllabus and topics to be discussed each week and decide what might be of interest to you. Sign up via the link on the course content page of SacCT by 9/3. If no preferences are received by the deadline, you will be assigned to a topic. Assignments will be distributed by the second week of class. The instructor will model what is expected during the first 2 weeks of class. When you lead your discussion, you will be expected to have read all readings in detail (as usual) and generate a list of critical thinking/discussion questions to facilitate a discussion with your peers. Your discussion should last approximately 1.25 hours. Be sure you have enough material for this length of time. You are not expected to lecture; however, a brief summary of the articles or bullet points may help remind students of the details of the article and give the discussion a direction. Further, transparencies with questions and small group activities may also aid students. Because you are the facilitator, it is your job to entice your peers to participate in a critical discussion of the readings and how they help us to understand child development. Do NOT lecture. If you find an article or two you’d like to share, feel free to integrate that material into your discussion.

**Response papers (35%):** There are 12 response papers of which you will complete 7 for credit—one at the beginning of class each week. A response paper is a brief (i.e., approximately 2-page) reaction to a specific question posed by the instructor based on the readings for that week. The purpose of this assignment is twofold: 1) to ensure you do the readings before class, and 2) to help you think critically about the issues to be discussed and receive regular feedback about your writing. You are expected to cite each chapter read within your response. In addition to evaluating critical thinking, clarity and quality of writing will be included in your grade. Papers will be graded accordingly. You will receive a 0 if the assignment is late, not turned in, or does not demonstrate integration of ALL assigned readings for the week. You will receive a 3 (D) if your paper includes only summary of the readings. You will receive a 4 (B) if you have a summary and some surface thinking about the issues or lack clarity of writing in the discipline. You will receive a 4.5/5 if you have obviously read and critically thought about the articles and your writing clearly follows the conventions of the discipline. Receiving the latter means you are prepared optimally to participate in the class discussion. Each paper is worth 5% of your grade and no late assignments will be accepted. You may be asked to rewrite a paper for partial credit, if necessary.

**Response paper revisions:** You will choose one of your response papers from the first half of the semester to revise based on instructor feedback. This revision is due one week following receipt of the feedback, or as negotiated with the instructor. Your grade for the revision will be averaged with the original grade to improve your overall grade.

**Discussion questions (5%):** For each week you do NOT write a response paper, you must submit 4-5 deep discussion questions to be used during our discussion during class. These can be written, but need to be of good quality for full credit. Each of the 5 lists of discussion questions is worth 1% of your grade.
Theory Paper (25%): You will develop your own theory of child development. Your theory paper will be the culmination of your work in this course, and should reflect deep knowledge of theories of child development, with evidence from a specific area of development. This paper has several components:

1) Introductory paragraph(s)
2) Detailed description of 3-5 broad statements about developmental theory that you believe are crucial to understanding all aspects of development
3) Integration of 7-10 empirical articles—these articles need to be about a specific aspect of development and support each statement in your theory
4) Discussion (i.e., limitations, conclusions, implications; suggestions for future research regarding this theory and area of interest)

The paper is expected to be approximately 7-8 pages in length and conform to the strict guidelines of APA style. You may choose to integrate your broad statements with the empirical articles. That is, you may describe, in a paragraph, one broad statement (e.g., “Child development is characterized by the culture in which development occurs...”). Next, in 1-2 paragraphs, describe 2-3 studies you found that support this idea (e.g., “Alexander and O’Hara (2009) showed that children remember different aspects of events depending on the types of events their parents talked with them about. In other words, the culture of the child’s family created a context that affected how the child developed...”). You may choose any topic in child development that interests you and is approved by the instructor for your articles/focal topic. You are encouraged to work with your instructor and peers to locate and discuss articles. Several assignments will be due that lead up to this paper: 1) theory worksheet, 2) list of broad statements about development, 3) list of articles supporting each statement in your theory with APA style reference page and abstracts attached. More about these assignments will be available as the due date approaches. Please do not hesitate to ask questions. Although you are required to turn in sections of your paper before the final draft is due, you are encouraged to monitor your progress (don’t wait until the last minute!) and ask the instructor and peers to read drafts of your sections. You have two complete drafts due for peer review (see below). At that time, you will also receive a peer paper to review. Guidelines will be provided, and your peer reviews will be a portion of your paper grade.

Participation (25%): All students are responsible for their own learning. The instructor and your peers will facilitate the learning process; however, all students are expected to play an active role in the learning environment. This may consist of asking course-related questions, participating in group activities, and discussing course-related topics. To maximize your participation grade, contribute substantially during discussions and integrate the readings, generate new ideas, ask questions, etc. There are no excused absences for participation—you are both present and participating or not. NOTE: Do not operate under the assumption that going to class will give you full participation credit. Only active participation in class will raise your participation grade to above average.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/NOTES</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td>Course overview and introduction; APA Style writing</td>
<td></td>
<td>Miller Ch. 1</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>History and Systems + Methodological issues</td>
<td>Response paper</td>
<td>BL Ch. 3</td>
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<tr>
<td>Sept. 13</td>
<td>Contextual: Vygotsky</td>
<td>Response paper</td>
<td>M Ch. 4, BL Chs 2, 8</td>
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<tr>
<td>Sept. 20</td>
<td>Social: Freud and Erikson</td>
<td>Response paper</td>
<td>M Ch. 3</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Social: Bronfenbrenner</td>
<td>Response paper; Theory worksheet due</td>
<td>Bronfenbrenner</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Social: Social learning</td>
<td>Response paper</td>
<td>M Ch. 5, B Chs. 11, 12</td>
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<tr>
<td>Oct. 11</td>
<td>Cognitive: Piaget</td>
<td>Response paper</td>
<td>M Ch. 2</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Work on papers, individual meetings</td>
<td>List of broad statements about development due</td>
<td></td>
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<tr>
<td>Oct. 25</td>
<td>Cognitive: Information processing</td>
<td>Response paper</td>
<td>M Ch. 6, BL Chs. 4, 7</td>
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<tr>
<td>Nov. 1</td>
<td>Special topic in cognition: Emotion and Memory</td>
<td>Response paper</td>
<td>Alexander &amp; O'Hara</td>
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<tr>
<td>Nov. 8</td>
<td>Biological: Ethological theory</td>
<td>Response paper</td>
<td>M Ch. 7, BL Chs. 9, 10</td>
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<tr>
<td>Nov. 15</td>
<td>Biological: Ecological theory</td>
<td>Response paper</td>
<td>M Ch. 8, BL Chs. 5, 6</td>
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<tr>
<td>Nov. 22</td>
<td>Work on papers, individual meetings</td>
<td>Articles supporting your statements due (SacCT)</td>
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<tr>
<td>Nov. 29</td>
<td>Systems, dynamic theories</td>
<td>Response paper; Term paper complete draft for peer review #1</td>
<td>M Ch. 9, BL Ch. 1</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Application, reflection, and conclusions</td>
<td>Response paper; Revised paper complete draft for peer review #2</td>
<td>M Ch. 10, BL Ch. 13</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>Final Paper due</td>
<td>Final term paper due by 5 PM</td>
<td>Turn in to instructor's office</td>
</tr>
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Culminating assignment sub-assignments

1. **Theory worksheet**

   Students complete this one-page worksheet to serve as a guide to writing more about their thoughts. This provides the instructor with the opportunity to provide feedback.

2. **Broad statements**

   In a Word attachment, write out your 3-5 broad statements about development. This should end up being 1-ish paragraphs PER statement. Make the statement, then spend several sentences explaining what you mean by that statement and how it broadly applies to child development. At this point, you are NOT bringing in specific examples from research (you will add this in later). Your theory is a GENERAL theory. This means it should apply to how thought processes develop, emotion understanding, etc. Each statement should be able to start with "Child development is characterized by..." (or something like this). If written well, clearly, and concisely, the edited version of this assignment will serve as a good chunk of your final paper. You may refer to existing theories if you get ideas from them (e.g., if I say there are stages/qualitative change, I might cite Piaget). This should be written in APA style (heading is the theory title, reference page if needed).

3. **List of articles supporting your statements**

   1) Look over your broad statements (and the feedback). 2) Think about a topic in CHDV that you love. 3) Now, go to the library (online or the actual building) to search for empirical studies related to the topic you love. You will not be able to use all of the articles because they won’t particularly fit within a broad statement. Remember, your paper will be about the THEORY, and the articles are simply providing support for the theory. Do not get confused as you choose articles and start to focus your ideas on the TOPIC (it’s easy to get confused during this part). You should have 2-3 articles supporting each of your broad statements (depending on how many statements you have). Although it is not required you have an equal number of articles for each broad statement, you do need to distribute the required 7-10 articles amongst all statements. Some articles may apply to multiple statements because of multiple aspects of the study—this is ok. You still need 7-10 different articles, though. EXAMPLE: I have a broad statement that says, “Biological development provides constraints on development” (meaning, there are limits regardless of the environment). I go to the library and find an article where researchers did a study on memory (my self-identified topic I love). The study showed identical twins reared apart (genetically identical) performed similarly on a memory task, whereas fraternal twins and unrelated children living in the same household did not perform similarly. This study provides evidence that biology is important for memory. It thus supports my broad statement as applied to my topic of interest. I will find other articles to support this broad statement and my others. FORMAT: 1) Number your broad statements
(in a sentence, do not include the whole paragraph). Following each statement, list the articles (by authors names, year) and provide a couple of sentences explaining how that article supports that broad statement. Be specific. Leave nothing to the reader to assume. 2) On a separate page, include a reference list in APA format. 3) Also include copies of all abstracts for the articles you will use (the published abstracts—you do not need to write your own).

4. Complete draft for peer review (and later, for instructor review)

You will develop your own theory of child development. Your theory paper will be the culmination of your work in this course, and should reflect deep knowledge of theories of child development, with evidence from a specific area of development. This paper has several components:

1) Introductory paragraph(s)
2) Detailed description of 3-5 broad statements about developmental theory that you believe are crucial to understanding all aspects of development
3) Integration of 7-10 empirical articles—these articles need to be about a specific aspect of development and support each statement in your theory
4) Discussion (i.e., limitations, conclusions, implications; suggestions for future research regarding this theory and area of interest)

The paper is expected to be approximately 7-8 pages in length and conform to the strict guidelines of APA style. You may choose to integrate your broad statements with the empirical articles. That is, you may describe, in a paragraph, one broad statement (e.g., “Child development is characterized by the culture in which development occurs…”). Next, in 1-2 paragraphs, describe 2-3 studies you found that support this idea (e.g., “Alexander and O’Hara (2009) showed that children remember different aspects of events depending on the types of events their parents talked with them about. In other words, the culture of the child’s family created a context that affected how the child developed…”). You may choose any topic in child development that interests you and is approved by the instructor for your articles/focal topic. You are encouraged to work with your instructor and peers to locate and discuss articles. Several assignments will be due that lead up to this paper: 1) theory worksheet, 2) list of broad statements about development, 3) list of articles supporting each statement in your theory with APA style reference page and abstracts attached. More about these assignments will be available as the due date approaches. Please do not hesitate to ask questions. Although you are required to turn in sections of your paper before the final draft is due, you are encouraged to monitor your progress (don’t wait until the last minute!) and ask the instructor and peers to read drafts of your sections. You have two complete drafts due for peer review (see below). At that time, you will also receive a peer paper to review. Guidelines will be provided, and your peer reviews will be a portion of your paper grade.
To peer reviewer: Complete ALL questions and all sections. Write on this paper as well as the draft you have received. Give constructive feedback—that is, if you see a problem, try to give suggestions on how to fix it. Positive feedback is good, too! You will be graded on the quality of your feedback.

**Peer Review Guidelines**

**Introduction**

- Does this section provide a BASIC schema for the paper? Is it too detailed? Is it too long?

- What is the topic of interest that will be used as evidence for theories?

**Broad Statements of the Theory**

- Write tenet #1:

  - Is this tenet sufficiently explained?
  - Summarize in a phrase the evidence that supports this tenet.

- Is there sufficient evidence and explanation for you to feel this tenet is supported by a specific topic in cognitive development? Explain.
  - List the citation(s) supporting this tenet here:

- Write tenet #2:

  - Is this tenet sufficiently explained?
  - Summarize in a phrase the evidence that supports this tenet.

  - Is there sufficient evidence and explanation for you to feel this tenet is supported by a specific topic in cognitive development? Explain.
    - List the citation(s) supporting this tenet here:

- Write tenet #3:

  - Is this tenet sufficiently explained?
  - Summarize in a phrase the evidence that supports this tenet.

  - Is there sufficient evidence and explanation for you to feel this tenet is supported by a specific topic in cognitive development? Explain.
    - List the citation(s) supporting this tenet here:

- Write tenet #4:

  - Is this tenet sufficiently explained?
Summarize in a phrase the evidence that supports this tenet. 

Is there sufficient evidence and explanation for you to feel this tenet is supported by a specific topic in cognitive development? Explain. 

List the citation(s) supporting this tenet here:

(list additional tenets on a separate page and address the follow up questions)

• Is each tenet listed WITH a paragraph linking it clearly to the area of interest? ______
• Are there citations to ALL research mentioned? ______
• Is this section organized in a way that is easy to understand? ______
• When finished reading this section, do you feel you understand this new CD theory? ______

Overall/Format

After reading the paper, go back through and highlight the first sentence of each paragraph.

Based on reading only those sentences...

• Do you feel like you have a general understanding of the theory by reading only those? ______

• Highlight all uses of “I”, “you.” Make suggestions for rephrasing in the detached, formal, scientific APA style.

• Does each sentence link to the prior sentence sufficiently? ______

  • Is all information necessary and relevant? ______
    and, concise and to-the-point? ______

  • Are citations used appropriately (no plagiarism)? ______

  • Is APA style formatting strictly adhered to? ______

• How many quotes are there? ______
  If more than one, do the others seem necessary? ______

• Are APA style citations correct (authors, year) (author et al., year)? ______

• A formal writing style is consistently used ______

• Do the sections flow in the same voice? ______

  • Did the paper follow the APA style (double space, 12 pt font, 1 inch margins)? ______

• Is there a running head on left and page number in the upper, right-hand corner? ______

• Is the paper title centered at the beginning of the text? ______

• Is language clear and concise? ______

References

• Are all references in the reference section cited within the paper? ______

• Are all citations in the text included in the reference section? ______

• Is APA format strictly adhered to? ______

  • hanging indent, double space, format, articles in ABC order, authors within an article in correct author order (not ABC order), proper use of italics ... 

Comment(s) for the author:
CHDV 242 Response paper questions

Grading rubric: You will receive a 0 if the assignment is late, not turned in, or does not demonstrate integration of ALL assigned readings for the week. You will receive a 3 (D) if your paper includes only summary of the readings. You will receive a 4 (B) if you have a summary and some surface thinking about the issues or lack clarity of writing in the discipline. You will receive a 4.5/5 if you have obviously read and critically thought about the articles and your writing clearly follows the conventions of the discipline.

1. Discuss one important methodological issue that must be considered in designing any developmental study. That is, briefly describe a developmental research question and explain potential problems one might have in testing it.

2. Cole argues we should consider culture as a “medium” rather than a variable. Discuss how this might be carried out in a study of language and cognition. Specifically, let’s say your question is: “What is the role of language in cognitive development?” Design a study that addresses this question and explain how it uses culture as a medium. Use information about language development, culture, and sociocultural theories of development in your answer.

3. Use Psychoanalytic theory to discuss the development of George’s personality. First, explain at least 2 aspects of George’s personality according to Freud’s theory. Second, explain at least 2 aspects according to Erikson’s theory. Conclude your analysis with a brief statement about the efficacy of psychoanalytic theory as an explanation for personality development.
   • SCENARIO:
     • George is a likeable guy for several reasons:
     • He is easy to live with because everything is always clean. In fact, he seems a little obsessed with cleaning.
     • He has a great sense of humor. He is very sarcastic and likes to make people laugh. He can turn anything into a joke.
     • He is good to his family. He likes to talk to his mom on the phone and get advice from her.
     • He is very independent. He often spends time alone. He has many friends, but no really deep relationships.

4. Adults who were physically abused as children are more likely to physically abuse their own children than are those who were not abused. According to social learning theory, why might this be the case? How can social learning theory be used to design an intervention to reduce or eliminate this problem? Be very specific about the process of learning and “unlearning” that would be expected to occur and how it would be done. Use and define terms and link clearly and specifically, with evidence, to the social learning theory.

5. The primary mechanism for cognitive development, according to Piaget, is equilibration. A) What does this mean? B) Provide a novel example and explain clearly. C) Choose one neo-Piagetian theory and explain how it uses the idea of equilibration to explain cognitive development. D) Also explain at least one thing this theory adds to Piaget’s theory. In addressing
this, explain whether it helps you to better understand the example you provided in B (or maybe it's the same or worse).

6. Information processing theory was designed to explain adult cognition. It has more recently been applied to explain cognitive development. Using some information provided in the Bornstein text about brain development, cognition, and memory, link brain development to improvements in information processing. Specifically, how might brain development help us to understand more efficient information processing with age (in other words, link to specific aspect(s) of IP theory)?

NOTE: You can't everything in 2 pages. Choose a “thesis”/topic and focus on arguing your point(s) in depth rather than trying to cover the whole theory (e.g., maybe you just focus on working memory or some aspect of long-term memory or...).

7. Alexander and O'Hara provide a model for how children appraise experiences. Using their model and choosing one of the children from the video, explain the factors that might contribute to his memory for the a) abuse/neglect, and b) his 5th birthday (or some other memorable positive event).

THE LINK:

8. From what you know about Miriam, what kind of parent-child attachment do you think she had with her mother? Father? What kind of attachment do you think she will develop with her child? How might her former and current attachment patterns relate to the relationship she has with her husband?

To answer these questions, draw on attachment theory, secure base behavior, object relations, individual differences, etc. You do not need to use all of the information presented here—just use what you need.

THE SCENARIO: Miriam is a relatively healthy adult. She is married and has a son who was just born. She wonders if she will be a good mom. As she thinks, she goes to a child development expert (you) to get some help. Here is what she tells you:

- As a child, she was in daycare while her parents worked full time.
- When she was with her mother, Miriam’s mother came when she cried, but tried to help her learn to be independent. She remembers a time when she rolled a ball under the couch and was crying and her mom, rather than getting it for her, came over and spoke to her to tell her how to get the ball herself. Miriam also remembers that whenever she was sick, her mother made her food and cared for her. When she was 15, her mother passed away.
- Miriam’s dad played a lot with her. As a teenager, she did not feel comfortable talking to him about boys. He was always really strict, but provided for her, especially after her mom was gone. Although he offered to pay for her college, Miriam lived at home with her family until she got married.
- Miriam’s husband is a stay at home dad while she works full time. Miriam and her husband decided on this together, as Miriam wanted to maintain her career. Miriam’s husband has a tendency to get angry easily, though, and she is concerned
that with the baby, he might “snap.” She does not feel comfortable talking about
this with him, though, because he may make her quit her job or he may leave her.

9. A 4-year-old goes to Yosemite for the first time and sees the expansive mountains and
waterfalls. He wants to swim and climb and play. How does he perceive the mountains? Water?
Height and depth? Will he try to climb Half Dome? Will he try to swim down the waterfall? What
variables might cause him to view it differently from another 4-year-old? That is, how might
experience play a role in perceptual development in this context? How might the same child at
age 15 perceive it? Same? Different? Does it matter that he was at Yosemite at age 4 (when he
is 15)? Use Ecological Theory to explain. (NOTE: You do NOT need to address all of this. If you
find you have reached 2 pages and have a complete answer, skip the rest.)