MIDDLESEX
C O U N T Y   C O L L E G E

Welcome to
Lifespan Development!

PSY 232-IN

Professor Contact Information: Please reach out to me!

Dr. Christine Harrington
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Office Location: Raritan Hall Room 111, 732-548-6000 X3838
(e-mail is MUCH better than phone!)

Drop in Office Hours:
Mondays 9:00-11:00 a.m.
Thursdays 1:00 – 2:00 p.m.

By Appointment Office Hours:
Mondays 3:30 -4:30 p.m.
Thursdays 3:30-4:30 p.m.

 My name is Dr. Christine Harrington and I'm excited to work with you this semester. Lifespan Development is a fascinating course! In this course, we'll be diving into all the different stages of life from prenatal development through death. We'll be exploring theory and research with a focus on how this information can be used or applied in our daily lives. In my class, you can expect to be challenged, engaged, and supported as you explore the field!

What book and other materials do I need?
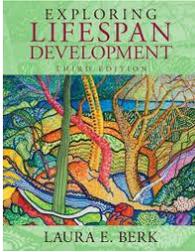
Text: Exploring Lifespan Development, 3rd Edition, Laura Berk

My Virtual Life (an online program)

Research Articles: In Shared Files in our Campus Cruiser site

<u>Purchasing Options:</u>

1. **MCC Bookstore: Book is packaged with My Virtual Life (plus you get MyPsychLab at no additional charge). It is a loose-leaf version because this costs much less so you'll need a binder.**
2. **If you purchased the book elsewhere, you will need to purchase My Virtual Life separately by going to www.myvirtuallife.com, clicking "Buy Access" and paying with a credit card or PayPal. The cost is approximately $33.00.**

What is this course all about?

Prerequisite: PSY 123 or PSY 123H

This course introduces students to the psychological development of the individual across the life span. Developmental concepts and theories will be reviewed and applied in the study of the various stages of life.

Learning Outcomes-

What will I be able to do after successfully completing this course?

1. Identify and discuss key developmental theories and concepts.
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Develop oral, visual, and written summaries of developmental concepts.
5. Summarize and evaluate research findings relevant to developmental psychology.

What topics will we be learning about?

Psychological Theorists and Theories:	Darwin, Freud, Erikson's Psychosocial Theory, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Bandura's Observational Learning, Piaget's Cognitive Developmental Theory, Vygotsky's Socio-cultural Theory
Research:	Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws
Concepts Across the Lifespan:	Resilience, Obesity, Intelligence (Sternberg, Gardner), Learning Disabilities, Personality- McCrae and Costa's Big Five
Prenatal Development:	Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities
Infancy and Toddlerhood:	Neuron and Brain Development, Breastfeeding, Fine and Gross Motor Skills, Piaget's Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Vygotsky's Sociocultural Theory- Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment- Ainsworth Strange Situation
Early Childhood:	Piaget's Pre-Operational Period- Conservation, Egocentrism, Flaws in Thinking, Child Care, Television Programming, Language Development, Self-Concept, Emotional Regulation, Friendships, Aggression, Gender, Parenting
Middle Childhood:	Piaget's Concrete Operational Period, Memory Skills, Learning to Read, Self-Concept, Attribution Theory, Friendships, Family (Siblings, Divorce)
Adolescence:	Brain Development, Depression, Eating Disorders, Sexual Activity, Substance Abuse, Piaget's Formal Operational Period, Distorted Thinking (Imaginary Audience, Personal Fable), Preventing School Drop Outs, Identity, Self-Concept, Friendships, Juvenile Delinquency
Early Adulthood:	Career Theories, College, Social Clock, Love, Marriage, Divorce
Middle Adulthood:	Cognitive Development, Self-Concept, Sandwich Generation, Friendships, Employment, Unemployment
Late Adulthood:	Life Expectancy, Activities of Daily Living, Physical Disabilities, Dementia, Assistive Technology, Retirement, Suicide, Elder Abuse, Marriage
Death, Dying, and Bereavement:	Death Anxiety, Kubler-Ross Stages of Dying, Grieving Process, Right to Die Issues

On-Line Learning: Frequently Asked Questions

Do I need to come to campus for this course?

No. You will be completing all the learning activities on-line so you are not required to be on campus for this course. You are of course welcome to visit me during an office hour or use our on-campus resources.

Where are the course materials and do I need to be online on a certain day or time?

Everything you need will be in our Campus Cruiser site. This course is asynchronous which means that you can complete the learning tasks at whatever time of day works best for you as long as you meet the deadlines.

How will I learn in this environment?

Learning in an online environment can be quite different than learning in a traditional classroom setting. Even though we don't meet in person, we are still in this together- it's not an independent study. You will be:

- watching brief narrated Power Point presentations (taking notes as you listen),
- reading the book and other materials such as research articles
- participating in conversations about topics related to the course, and
- completing learning tasks such as quizzes/exams and a presentation.

Is online coursework more or less difficult than traditional coursework?

Regardless of the course format, you will still be working toward the same learning goals or outcomes. It should take approximately the same amount of time and effort as your other courses but offers you more flexibility.

If I have questions, what should I do?

The best place to ask your questions is our **Question Message Board**. Everyone in the class can see it and your classmates may be able to answer your question if I'm not online. Personal questions that you don't want the class to see can be sent via **My Journal** (this works like a message board in the class but can only be seen by you and me). You can of course also e-mail me at charrington@middlesexcc.edu.

Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule
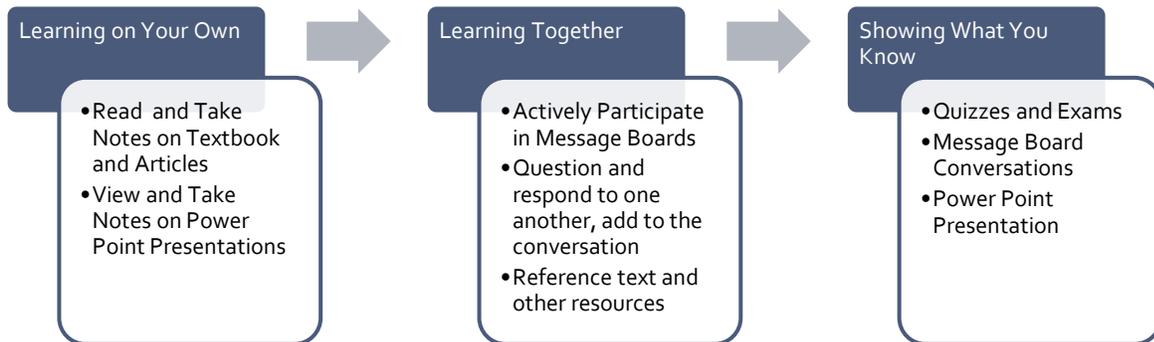
It is important to stay on track with your assignments. You will need to complete all quizzes, exams, and assignments according to the schedule. If you miss a message board, contribute as soon as possible to earn partial credit. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Extensions are only given in rare situations and at my discretion.

Registrar Withdrawal Information

Students sometimes have a need to withdraw from a class due to personal or academic reasons. Click here for deadline dates. If you do encounter difficulties, please contact me prior to withdrawing.

Weather Closing Information: www.middlesexcc.edu or 732-906.2555

Your Learning Experience:

Learning on Your Own	Learning Together	Showing What You Know
• Read and Take Notes on Textbook and Articles • View and Take Notes on Power Point Presentations	• Actively Participate in Message Boards • Question and respond to one another, add to the conversation • Reference text and other resources	• Quizzes and Exams • Message Board Conversations • Power Point Presentation

Available Help and Support:

Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you:

Your Professor	E-mail me at charrington@middlesexcc.edu or stop by my office RH 111.
Librarians	The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4253, or visit their website for online options.
Personal, Career, Transfer, and Disability Counselors	The Counseling and Career Services department offers confidential individual counseling and offers several workshops throughout the semester. Visit Edison Hall Room 100, call 732.906.2546, or visit their website for more information.
Tutors	The Johnson Commons Learning Center, located in IRC 241, offers support for developmental courses. Call 732.548.6000 X3222 or see website for details. The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2631 or see website for details.
Academic Advisors	The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit their website. Note that they put together a SSD resource page- check it out! Full time students are also assigned an advisor.

Course Outline

All assignments are due at 11 p.m. unless otherwise stated.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Quizzes and Exams Due 11 p.m.	Initial Message Board Response Due 11 p.m.			At least 2 additional Message Board Contributions Due by 11 p.m.		

Message Board Conversations:

Be sure to review the guidelines and rubrics (starting on p. 10) regarding the message board

You are expected to make your **initial contribution by Monday at 11 p.m**. and then make **at least 2 additional contributions by Thursday.**

Quizzes and Exams:

You will have at least one quiz due every Sunday at 11 p.m.   Because the quizzes are designed to help you learn the content, you will have 3 attempts and the highest grade will count. **Quizzes** are OPEN BOOK but you will have a 30 minute time limit. The best way to approach to the quizzes is to first take it without referring to your book, study more if needed, and then re-take the quiz, referencing the book as needed.

Exams are also due on Sunday and are CLOSED BOOK- you are expected to work independently without any materials. You will have 1 hour to complete the midterm and 2 hours to complete the final exam.

Week	Read and View Power Point on:	Activities/Assignments
9/2/14	Syllabus Chapter 1 **History, Theory, and Research Strategies**	• Academic Integrity Module and Quiz (Due 9/7 at 11 p.m.) • Upload your photo to Campus Cruiser • Biographies Message Board (Because we start class on Tuesday, initial and follow up due on Thursday 9/4) • Chapter 1 Quiz (Due 9/7 at 11 p.m.)
9/8/14	Chapter 2 **Genetic and Environmental Foundations**	• Chapter 2 Quiz (Due 9/14 at 11 p.m.) • Resilience Message Board (Initial Response due 9/8; Follow up responses due 9/10)
9/15/14	Chapter 3 **Prenatal Development, Birth and the Newborn Baby** Evans (2004)- Poverty and	• Environment and Poverty Message Board • Chapter 3 Quiz • American Academy of Pediatrics Article Quiz

	Environment Article American Academy of Pediatrics (2005)- Breastfeeding Article	Follow due dates outlined above – examples given for first 2 weeks
9/22/14	Chapter 4 Physical Development in **Infancy and Toddlerhood** Chapter 5 Cognitive Development in Infancy and Toddlerhood	• Your Baby Can Read Message Board • Chapter 4 Quiz • Chapter 5 Quiz
9/29/14	Chapter 6 Emotional and Social Development in Infancy and Toddlerhood Chapter 7 Physical and Cognitive Development in **Early Childhood** Evans Schmidtt et al(2009) Infant Television Programming and Fisch et al. (1999) Sesame Street Article	• Infant and Preschool Television Viewing Message Board • Chapter 6 Quiz • Chapter 7 Quiz
10/6/14	Chapter 8 Emotional and Social Development in Early Childhood Chapter 9 Physical and Cognitive Development in **Middle Childhood**	• Birthday Party Message Board • Chapter 8 Quiz • Chapter 9 Quiz
10/13/14	Chapter 10 Emotional and Social Development in Middle Childhood Connors-Burrow et al. (2009) Bullying Article Rivers et al. (2009) Bullying Article	• Bullying Message Board • Chapter 10 quiz • **MIDTERM EXAM AVAILABLE** Wednesday 3/5-Sunday 3/16 (due at 11 p.m.)
10/20/14	Chapter 11 Physical and Cognitive Development in **Adolescence** Chapter 12 Emotional and Social Development in Adolescence	• Juvenile Delinquency Message Board • Quiz Chapter 11 • Quiz Chapter 12
10/27/14	Chapter 13 Physical and Cognitive Development in **Early Adulthood**	• Career Interview • Chapter 13 Quiz
11/3/14	Chapter 14 Emotional and Social Development in Early Adulthood Rhoades, Stanley & Markman (2009) Cohabitation Article	• Relationships Message Board • Chapter 14 Quiz
11/10/14	Chapter 15 Physical and Cognitive Development in **Middle Adulthood** Chapter 16 Emotional and Social Development in Middle Adulthood	• Sandwich Generation Message Board • Chapter 15 Quiz • Chapter 16 Quiz
11/17/14	Chapter 17 Physical and Cognitive Development in **Late Adulthood** Chapter 18 Emotional and Social Development in Late Adulthood Ballard et al. (2011) Alzheimer's Article	• Late Adulthood Interview Message Board • Chapter 17 Quiz • Chapter 18 Quiz • Ballard Article Quiz
11/24/14	Chapter 19 **Death, Dying, and Bereavement**	• Death and Dying Message Board • Chapter 19 Quiz
12/1/14	My Virtual Life	• My Virtual Life Paper Due 12/1/14 at 11 p.m.
12/8/14	Prepare for Final Exam	• **FINAL EXAM AVAILABLE from Monday 12/8- Thursday 12/11 at 11 p.m.**

Grading Information
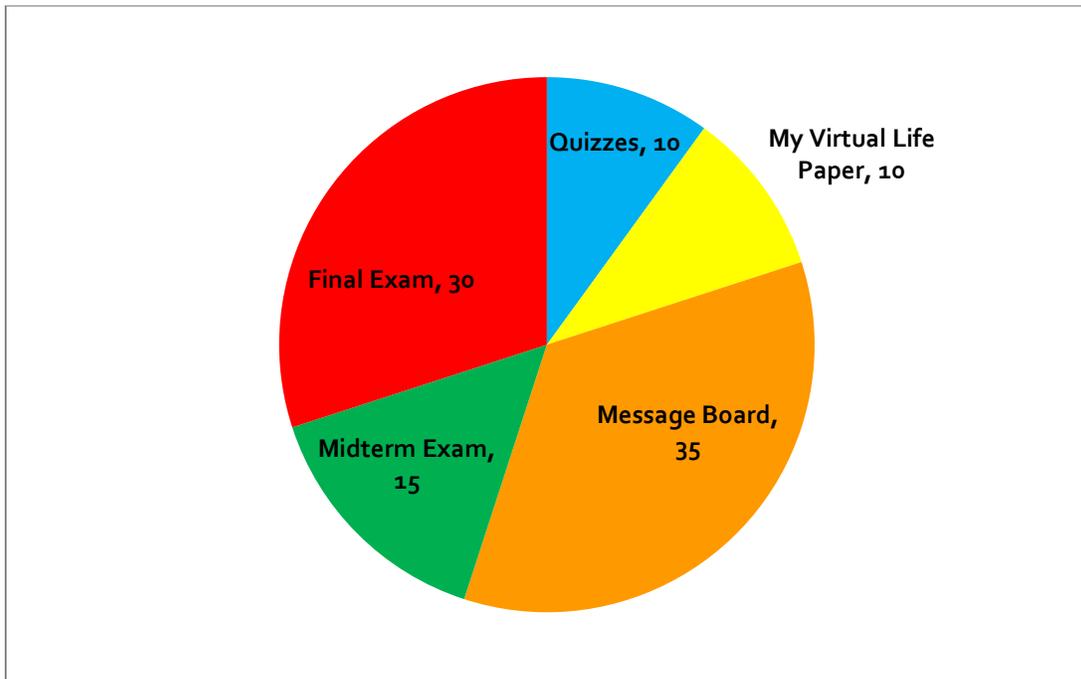
Quizzes	10%	My Virtual Life Paper	10%
Message Board Conversations	35%	Final Exam	30%
Midterm Exam	15%	Extra Credit	3%

Assignments at a Glance (see Rubrics for more details):

Academic Integrity Assignment:

All students are expected to view the Academic Integrity Narrated Power Point presentation (link also in Campus Cruiser). You will then need to take a 25 question on-line quiz in Campus Cruiser. You can take the quiz as many times as necessary but will need to achieve 100%. All grades lower than 100% will be converted to a zero.

Quizzes:

You will be taking quizzes each week on textbook and article content. Quizzes are online (in Campus Cruiser). Quizzes are open book but you will have a 30 minute time limit so it is a good idea to be well prepared before you begin. You will be able to take the quizzes up to 3 times and your highest score will count.   All quizzes are due by 11 p.m. on **SUNDAYS**.

Message Board Conversations (See pages 10-14 for details!):

You are expected to actively participate in our on-line discussions. The Message Board discussions mirror the conversations that take place in the classroom. They are not individual assignments but rather discussions (though you will be graded on your contributions). You will be <u>asking questions of your classmates and adding to the conversation</u>- there's no need to repeat what has already been said. For several of the conversations, you will need to read, locate and discuss research from peer reviewed journals. Initial responses to my prompt will be due on **MONDAYS** at 11 p.m. and at least 2 additional contributions are due by **THURSDAYS** at 11 p.m.

My Virtual Life Paper

In order to bring to life concepts, theories, and content related to Lifespan Development, you will be expected to engage in an online simulation that will take you through the lifespan from birth to late adulthood. After you complete the simulation, you will write a reflection paper (at least 5 pages) on the development of your person through the lifespan. As you respond to five questions, you will need to apply your knowledge of developmental theories, concepts, and research to support your responses. See assignment details on page 16.

Exams:

There will be a midterm exam covering chapters 1-10 and a cumulative final exam covering the entire text (Chapters 1-19). The midterm will consist of 50 multiple choice questions and the final exam will consist of 100 multiple choice questions.

Extra Credit:

To earn up to 3% on your final grade, write a 3 page research paper on a lifespan development topic. You must include at least 5 references (some from original research studies).

Assignment Details and Rubrics

Message Board Conversations

Message board conversations foster learning by giving an opportunity to dive deeper into the course content. It will also give you a chance to "see" what others think and to provide and receive feedback from one another. This will help you achieve the course learning outcomes.

Before You Message Board

- Actively read/view (and take notes!) the material on the topic (textbook; Power Point; outside resources, etc.). You will need this background information to make significant contributions.

- Ask questions as needed regarding the background information or the task.
- Create a brief outline of what you want to say before you start typing out your response.
- Review what others have already contributed.

Message Boarding!

- Participate early so others are able to read and respond to your contribution.
- Be sure to respond directly to the prompt/question.
- When stating an opinion, back it up with theory and research. Citations from the book and outside resources are strongly recommended. Use APA style for in-text citations and include the entire reference all sources with the exception of our textbook.
- Organize your response so it is easy for the reader to follow. Use bold, larger font, highlighting, and so forth to bring attention to key points.
- Add to what others have already said- remember it's a conversation not an individual assignment on the topic. No one wants to read the same thing over and over.
- Use writing skills that you would use in a research paper and proofread your work before you submit it. (Suggestion- write your response in a Word document and then copy and paste it so you don't lose your work if there is an internet connection problem)

Feedback to Peers

- The purpose of responding to peers is to further the conversation, helping all members of the class to explore the content more deeply and achieve the course learning outcomes. Respond to at least 2 peers for each message board.
- Responses should add to, clarify, or constructively challenge. They should also be specific in nature. You can respond to questions posed by me or any member of our class not just ones that are specific to your post.
- Here are some examples of questions (based on the work of Paul ,1990; and Strang, 2011) you might ask one another:

Learning Purpose	Socratic Questions
Clarifying Explanations	What do you mean by….?
	Provide an additional example of….
	How does this compare and/or contrast to….?
	What are the potential advantages and disadvantages of… ?

Questioning Assumptions	What other explanations might account for this? What are the assumptions behind this statement?
Exploring Additional Evidence	How can we find out more about this topic? How does this connect to the concepts we've discussed previously? What additional evidence can you find to support or refute this idea?
Multiple Perspectives	What would someone who disagrees say? What are the cultural implications?
Real World Implications	What are potential consequences or implications of this? Provide a real world example of….
Self-Reflective Processes	Why should this issue matter? What is the importance of learning about this issue? What other questions do you now want to explore?

The Professor's Role

- You can expect that I will be reading ALL posts but I will not be responding to each post individually. Instead, I will be sharing information, making comments and asking questions that are directed at the class rather than individuals. Thus, any student can respond to any question I post.
- At the "end" of each conversation, I will be posting a summary of the conversation.
- Using the provided rubric, I will be entering grades for your message board contributions at mid-semester and then again at the end of the semester.

Examples of "A" initial responses:

Example 1: Posted by L.F.

Reference:

McClure, Faith H. Chavez, David V. Agars, Mark D. Peacock, M. Jean Matosian, Amy ; Journal of Family Violence, Vol 23(2), Feb, 2008. pp. 81-88. [Journal Article]

For my article, I chose to research the effects of childhood abuse. The study conducted examined how family characteristics (family conflict and cohesion) and abuse characteristics (age of abuse when it happened, severity, and relationship to perpetrator) contributed to the resilience (self-acceptance, ability to engage in positive relationships, and environmental mastery) of these women.

The subjects were all college women who had experienced CSA (childhood sexual abuse). The researchers developed a questionnaire filled with Likert-scale method responses. They regarded resilience in the sense of psychological well-being. Overall, they found that **family characteristics were more important factors to predict resiliency in the victims than individual abuse characteristics.**

Greater family cohesion was linked to greater resiliency, whereas greater family conflict was linked to less resiliency. Greater family cohesion also proved greater self-acceptance and sense of competence. The more conflict there was within the families showed that these women felt less effective in lives. **A surprising find was that the greater number of abuse events proved greater resiliency.**

In general, this study leads to the implementation to teach families to nurture and support one another. If we give kids the confidence needed to approach and manage life's demands, they will feel more competent. Thus, family support can help predict greater resiliency.

Example 2: Posted by M.A.

Horning, L. E., & Gordon Rouse, K. A. (2002). Resilience in preschoolers and toddlers from low-income families. *Early Childhood Education Journal*, *29*(3), 155-159.

Horning & Rouse (2002) talked about poverty and how children could still be resilient even with absent parents or in a low socio-economic status. The article mentioned how resilient children still had at least one caregiver that gave them plenty of attention and had a positive temperament. The authors stressed the importance of having supportive parents who were consistent in discipline, nurturing, and responsive to the child's needs. The study also found that children became resilient with a **positive and supportive parent and a supportive community** even if in poverty.

However, the study also noted that **poverty in the first 5 years of a child's life effected development**. For example, they mentioned factors such as malnutrition, abuse, lack of a nurturing parent, and other factors that came along with a low SES status.

Even then, there were children that still bounced back due to **someone outside of the family** or even an extended family member. As discussed by Berk (2010), "caring **teacher-student**

relationships have an especially strong impact on the achievement and social behavior of low-SES minority students" (250). Thus, there are many options in terms of who can provide this much needed supportive relationship.

The text continued to explain that a parent-child relationship and its outcomes are complex, due to many factors. The researchers noted that there were preventive resources for parents and children. Programs like the "**Head Start**" where the child has access to community support or programs that gave parents tips and information on how to protect the family while providing them a social network as well. These factors can help keep a child resilient. Giving them affordable programs to provide family support, social network, and emergency resources are just some ways to help a child and family bounce back. **Children can be resilient as long as they have an adult figure who provides support and nurturing.**

Examples of "A" Responses/Interactions with classmates:

Example 1: Response from S. T.

Quote from L.F.

A surprising find was that the greater number of abuse events proved greater resiliency.

If I understand the finding correctly, does this mean that girls who endured more sexual abuse events show greater resiliency than those who may have endured fewer such abuse events? If my understanding is accurate, I am trying to understand why this would be the case.

Example 2: Response from F. B.

I think that you made a very interesting point regarding culture, African Americans, and resiliency...do you think that there could be a socioeconomic link to resiliency as well.   Do you think that a wealthy African American would have more or less resiliency than a person (black or white) who may live below the poverty line?

I would love to hear your response.

Example 3: Response from J. M.

Quoted from U. L.

This study concluded that it is the situation and not the personality of the person that could determine if someone can be considered to be resilient.

That is interesting, yet I have to disagree with part of the article. I believe that the personality of an individual has a large impact on whether or not they will bounce back. I

believe that certain individual characteristics like temperament, optimism and social skills can lead to circumstances that can result in resiliency. As stated by Berk (2010), "A child's biologically endowed characteristics can reduce exposure to risk or lead to experiences that compensate for early stressful events" (8). Each individual will deal with the situation differently.

Message Board Postings Rubric

You can earn this grade:	If your posts meet these requirements:
"**A**" Message Board Work (90-100%):	1. Posted on time and in time for others to read & respond; 2. Thoughtful, comprehensive (answered all parts of the question) responses with specific references to concepts from the book and other outside resources (citations included) 3. Responded to and engaged with at least 2 classmates (asking and answering questions, highlighted themes, adding to conversation)
"**B**" Message Board Work (80 -89%):	1. Posted on time and in time for others to read & respond; 2. Thoughtful responses with some general references to concepts from the book and other outside resources 3. Responded to and engaged with at least 1 classmate (asking and answering questions, highlighted themes, adding to conversation)
"**C**" Message Board Work (70-79%):	1. Posted on time & in time for others to read & respond; 2. General, opinion based responses that were not connected to concepts from book or other outside resources 3. Minimal ("I agree" with no rationale about why) or no interaction with peers
"**D**" and "**F**" Message Board Work:	1. Did not contribute to conversation or posted after due date. 2. Contributions very vague, general and brief; did not add new ideas to the conversation; 3. No reference to concepts from book or other outside resources

Message Board Tips and Etiquette:
- Be prepared before you participate- read the textbook, etc. and other responses before you add your own.
- This is a conversation- there is no need to repeat what has already been said. Instead, add another example, ask a question, or make a new connection. React and respond to your classmates. We're all in this together!
- While this is a conversation, you should write as you would for any college level assignment, proofreading what you post. Campus Cruiser does have a spellcheck available in the posting box, and you can edit your response after it has been posted if you notice a typo or error after you post.

My Virtual Life Paper

Based on your My Virtual Life simulation experience (on Pearson website), you will need to answer 5 of the questions below. Be sure to integrate developmental theories, concepts, and research learned from the course, the textbook, assigned articles and any other resources you find into the paper. **Specifically, you will need to make at least 2 references to developmental theories, 2 additional references to other developmental concepts and 2 references to research for each question.** APA style should be used. Each question can serve as a sub-heading.

The paper should be at least 5 pages in length (at least 1 page per question) and should follow the following format:

- Title Page
- Introduction to Person (can be just a paragraph describing your child/person)
- Child/Adolescent Developmental Influences (2 questions- 1 page per question)
- Adult Developmental Influences (2 questions- 1 page per question)
- Overall Developmental Path (1 question- 1 page)
- Reference Page

Questions:
Child/Adolescent- Choose 2:
1. How did genetic factors influence the development of your child?
2. What environmental factors played a major role in your child's development?
3. What social factors played a significant role in the development of your child (include adolescent years)?
4. What cognitive factors influenced the development of your child?

Adult- Choose 2:
1. What factors contributed to career choice for your person?
2. What role did employment choice play in your person's development?
3. How did your person's significant other (or lack of a partner) and family impact development?
4. What physical and cognitive issues or factors played a role in your person's adult development?
5. How did social-emotional factors influence your person's adult development?

Overall Question- Answer this question:
1. Were the experiences and developmental path of your person typical? Explain.

My Virtual Person Paper- Analytical Rubric

Paper	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Inaccurate or minimal information included; Analysis of research, theories & other data was weak; Did not include evidence to support summary	Comprehensive responses to 5 questions; At least one theory, developmental concept and research citation was accurately used for each question; Some important concepts were missing;	Comprehensive responses to 5 questions; At least two theories, two additional developmental concepts and 2 research citations were accurately used for each question. Different theories, concepts, and research were used for different questions.
Writing Skills	Poor organization- difficult to determine major points; lacked transitions; Several grammar and spelling errors; Citations were not included or were not cited appropriately using APA style	Organization was good- Major points were emphasized, Few grammatical and spelling errors noted; Sources were cited appropriately, APA style was used	Organization was good-Major points were emphasized, smooth transitions, No grammatical and spelling errors noted; Sources were cited appropriately; APA style was accurately used