

Instructor/TA Info

Instructor Information

Name: Russell Bailey

Office Location: 1532 WSC

Office Phone: 801-422-6844

Email: russ_bailey@byu.edu

TA Information

Name: Hannah Hodges

Email: hqhodges@gmail.com

Assignments

Assignment Descriptions

AQ 1

Sep
07

Due: Thursday, Sep 07 at 11:59 pm

Quiz 2: Chapter 2

Sep
14

Due: Thursday, Sep 14 at 3:45 pm

Covers chapter 2

Quiz 1: Chapter 1

Sep
14

Due: Thursday, Sep 14 at 3:45 pm

Ch. 1 Quiz (freebie)

AQ 2

Sep
14

Due: Thursday, Sep 14 at 11:59 pm

Quiz 3: Chapter 3

Sep
21

Due: Thursday, Sep 21 at 3:45 pm

Covers chapter 3

Quiz 4: Chapter 4

Sep
21

Due: Thursday, Sep 21 at 3:45 pm

Journal Article Review 1

Sep
21

Due: Thursday, Sep 21 at 3:45 pm

Journal Article Review:

The purpose of this activity is to learn about a topic at a more in-depth level, taking a topic from the text or classroom and exploring the primary source material, i.e., what current academic researchers are saying about the topic. Follow the steps below to choose an article, cite it properly, report on it, critique it, and apply what you have learned.

Find an Article:

Go to lib.byu.edu, click on "Guides" on the left-hand side. Pick "Psychology". On the bottom of the page, find "PsycINFO" which will take you to the EBSCO search engine for searching this database. Use the search engine to find a peer-reviewed journal article on the topic of your choice, ideally an article published in the last 5 years. Cite the article using APA format (see example below).

Report on the Article:

Read the article to answer the questions provided on the accompanying sheet.

Critique the Article:

Use the questions provided to ask challenging questions of the article, examining the assumptions the authors may be making.

Apply:

Consider how this may apply to your future professional role or your personal life

Grade Rubric: 50 points total.

Find an acceptable article, 5 points.

Cite it properly, 5 points.

Reporting on article, 15 points.

Critique of article, 15 points.

Application, 5 points.

Did you really put some thought into this?, 5 points.

Reference:

(Example: O'Leary, C. M., Jacoby, P. J., Bartu, A., D'Antoine, H., & Bower, C. (2013). Maternal alcohol use and sudden infant death syndrome and infant mortality excluding SIDS. *Pediatrics*, 131(3), e770-e778.)

Reporting:

Describe 2 main points from the introduction (in one paragraph):

What variables or constructs are the researchers investigating (for example, the constructs from the article cited above would be maternal alcohol use and infant mortality, SIDS or other causes)?

Describe the researchers' methods of investigation (survey, experiment, who, what, how) in 3 sentences:

What did the authors find? Explain the (usually statistical) results in 2 sentences:

What did the authors conclude based on these results? In one paragraph, describe 2 main points from the conclusion.

Critique:

Time for critical thinking and challenging assumptions.

Introduction: The authors presented information to support their research question. What are some possible questions could they have asked, based on their introduction? (Give at least 2)

Method: Every research method has strengths and weaknesses. Describe two strengths and two weaknesses of the methodology the researchers used. (4 sentences max.)

Conclusions: Given these researchers' findings, are there any other possible explanations for their findings? (1-2 sentences)

Critique the researchers' conclusions. Are they justified? Do they raise more questions than they answer?

Apply:

Write a news headline that overstates the article's conclusions.

Write 2-3 sentences about how this article may relate to your group presentation, to what you are learning in another class, or to your aspiring professional career.

Write 2-3 sentences about how this article may apply to your personal life. Journal Article Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=f7539f9a-UkOX-u1a0-1vpc-eh3c62cc8b4c&pubhash=6TqUw6lqsoap6nbo2YRMp-6eMDK8rRXkfCGHk8E8jEkAXz56WLPifEaQQWAhUY9M0RjaGwnqB9umThsQTmLVYQ==\)](https://plugins/Upload/fileDownload.php?fileId=f7539f9a-UkOX-u1a0-1vpc-eh3c62cc8b4c&pubhash=6TqUw6lqsoap6nbo2YRMp-6eMDK8rRXkfCGHk8E8jEkAXz56WLPifEaQQWAhUY9M0RjaGwnqB9umThsQTmLVYQ==)

AQ 3

Sep
21

Due: Thursday, Sep 21 at 11:59 pm

Quiz 5: Chapter 5

Sep
28

Due: Thursday, Sep 28 at 3:45 pm

Covers Chapter 5.

Quiz 6: Chapter 6

Sep
28

Due: Thursday, Sep 28 at 3:45 pm

Covers Chapter 6

AQ 4

Sep
28

Due: Thursday, Sep 28 at 11:59 pm

Birth Activity

Oct
05

Due: Thursday, Oct 05 at 3:45 pm

Birth Activity:

The purpose of this activity is experiential learning, seeing how your learning about birth in the classroom applies in real life. Identify a mother who has given birth, preferably in the last 2 years, but can be much longer if needed. Ask her questions (recommended questions are provided) for 15 to 20 minutes, then complete the

written portion.

Questions:

Informed Consent: I'm taking a Psychology course about Human Development and would like to ask you a few questions about your experience as a mother during pregnancy and giving birth. Your name and identity will not be used for this assignment. If you feel uncomfortable with any question, please feel free to say that you prefer not to answer. You may end the interview at any time. The questions I have are expected to take about 15 to 20 minutes to discuss.

Mother gave verbal consent to interview? (Check) ☐ YES ☐ NO

- How old were you when you became pregnant?

- Did you experience any challenges becoming pregnant? Did you need any medical treatments to help with fertility?

- When did you first visit a physician for prenatal care (i.e., how many weeks gestation)? How did your physician assess the health of the baby?

- Weigh you? Heart rate monitor? Ultrasound? Amniocentesis? MRI?

- Did you experience any challenges during the pregnancy? Any concerns about your baby arise during the pregnancy?

- What year did you give birth? Did you attend a prenatal class or other preparation?

- Did you have a plan for how you wanted labor and delivery to go? Delivery method? Pain management? Midwife? Doula?

- How did labor and delivery proceed? How long did labor last? Who was with you? Were you surprised by any aspect of the experience?

- What happened just after giving birth? How was recovery for you? What do you recall about the first moments of your baby's life?

- Anything else you wish to share?

Writing your reaction:

Include some brief notes from your interview when you submit your written response paper. Then write a 1-page response paper in 2 parts: 1) Connect interview content to course content. 2) Your personal thoughts and reflections from completing the interview.

Grade Rubric: Interview Completion, 25 pts--Response paper Part 1, 10 points--Response paper Part 2, 10 points--Did you really put some thought into this?, 5 points.Birth Activity.docx [Download](#) ([plugins/Upload/fileDownload.php?fileId=279d1790-fAH9-cC32-V2Jf-AJ1d82943ffd&pubhash=ILsPYG8zpYvLXRwNAA2LZWFZjSZlPkydGupB7t6NsT-Ks9w6N0YU8G2_wWQPzIthJRz8yZa91DZhNf-zOhZcSQ==](#))

AQ 5

Oct
05

Due: Thursday, Oct 05 at 11:59 pm

Quiz 7: Chapter 7

Oct
06

Due: Friday, Oct 06 at 12:00 pm

Covers chapter 7

Quiz 8: Chapter 8

Oct
12

Due: Thursday, Oct 12 at 3:45 pm

Covers chapter 8

AQ 6

Oct
12

Due: Thursday, Oct 12 at 11:59 pm

Exam 1

Oct
17

Due: Tuesday, Oct 17 at 10:00 pm

Material from chapters 1 - 8.

Quiz 10: Chapter 10

Oct
19

Due: Thursday, Oct 19 at 3:45 pm

Covers chapter 10

Quiz 9: Chapter 9

Oct
19

Due: Thursday, Oct 19 at 3:45 pm

Covers chapter 9

AQ 7

Oct
19

Due: Thursday, Oct 19 at 11:59 pm

AQ 8

Oct
26

Due: Thursday, Oct 26 at 11:59 pm

Quiz 11: Chapter 11

Nov
02

Due: Thursday, Nov 02 at 3:45 pm

Covers chapter 11

Quiz 12: Chapter 12

Nov
02

Due: Thursday, Nov 02 at 3:45 pm

Covers chapter 12

Childhood Activity

Nov
02

Due: Thursday, Nov 02 at 3:45 pm

Childhood Activity:

The purpose of this activity is experiential learning, seeing how your “classroom” learning about childhood in applies in real life. Identify a child you can observe for about 15 minutes. Get permission from the child’s parent to do so. Observe and (if possible) interact with the child to answer the questions.

If you are unable to identify a child for the activity or if the parent or child does not consent/assent to the activity, please contact Dr. Bailey. He will help you find videos to watch to fulfill the assignment.

Consent/Assent:

Informed Consent for parent: I’m taking a Psychology course about Human Development and would like to interact with and observe your child. If you would like to see the questions I plan to ask, I can give them to you before I meet with your child. I will also ask your child if they are okay with me spending time with them for a few minutes and asking questions. Please stay in the room the entire time. Neither your name nor your child’s name will be used for this assignment. If you feel uncomfortable with this in any way, please feel free to end the activity at any time.

Parent gave verbal consent for the child to participate? (Check) ☐ YES ☐ NO

Informed Assent for child: I’m taking a class at BYU and we’re learning about kids. Would it be okay with you if we spend a little time together, playing and asking questions? About 15 minutes. Any questions for me?

Child gave verbal assent to participate? (Check) ☐ YES ☐ NO

Prior to the activity

Prepare some paper, drawing materials (crayons, pencils, pens). Prepare at least two options for an activity/toy/game to play with the child.

Look at the questions you will need to answer after the activity to ensure that you make the necessary observations.

During the activity

Be on the child's level. Find out the child's age, family, year in school (if relevant) and what the child is interested in. Find out something they like and something they dislike.

Give the child at least two options of an activity/toy/game to play and go with their choice. Play on the child's level. If the child chose a game, set it up so the child wins.

Give the child fair warning (2 minutes) when you are about to leave.

After the activity

Answer the following questions.

- Give some information about the child. Age? School? Family? Interests?
- Comment on the physical appearance of the child. Height/weight? Health concerns?
- How did the child speak? How did their speech differ from an adult's speech?
- How did the child think about the activity/toy/game? Anything Piaget would have observed about the child's cognitive development? Attention span/focus on the activity at hand?
- What kinds of play did the child engage in?
- What emotions did the child display? How did the child interact with the parent in the room? How did the child interact with you?

Writing your reaction:

Include some brief notes from your interview when you submit your written response paper. Then write a 1-page response paper in 2 parts: 1) Connect interview content to course content. 2) Your personal thoughts and reflections from completing the interview.

Grade Rubric: Activity Completion, 25 pts--Response paper Part 1, 10 points--Response paper Part 2, 10 points--Did you really put some thought into this?, 5 points. Childhood Activity.docx [Download](#)
(plugins/Upload/fileDownload.php?fileId=d37508e0-wMCc-g56n-RJIY-e1da3e506952&pubhash=UFR0DLdt2vC0NKQhfimjzi5sahhEixvZOqHxw4S59Xinhekoudkg1gS40AyENLa-jTtybQQW6dRFOey3DhtjWQ==)

AQ 9

Nov
02

Due: Thursday, Nov 02 at 11:59 pm

Adolescence Activity

Nov
09

Due: Thursday, Nov 09 at 3:45 pm

Adolescence Activity:

The purpose of this activity is experiential learning, seeing how your "classroom" learning about adolescence applies in real life. 1) Choose an activity, complete it, then 2) write a reaction paper following the instructions. These are two separate parts of the assignment, ensure that you complete both parts.

1. Activities to choose from:

- Find a film depicting high school. Identify 5 key concepts from the text that are depicted in the film. For each concept, describe how the film addresses it. Make sure you also write a separate reaction paper.
- With a parent's consent, interview an adolescent (age 13-17). Ask about physical, cognitive, emotional, and social experiences. Make sure you also write a separate reaction paper.
- Examine your own adolescent years. Pick a topic from the chapters and write in detail (about 3 pages) about how this topic related to your experiences between age 13 and 17. Be sure to write about "storm/stress" as well as positive experiences you had. Make sure you also write a separate reaction paper.
- Diary experience. Keep an emotions diary for 3 days. Record your emotional state 3 times a day, then imagine how you might have handled a similar emotion state as an adolescent. Make sure you also write a separate reaction paper.
- Pick one of the following common problems in adolescence and create a plan for an awareness activity you would present to a high school class. Substance abuse, depression/suicide, sexual problems, dropping out of high school, or delinquency. 1 page or 6 PPT slides minimum. Make sure you also write a separate reaction paper.

2. Writing your reaction paper:

Include your materials used to complete the activity you chose. Submit this together with a written response paper. The (minimum) 1-page response paper should include 2 parts: 1) Connect activity content to course content. 2) Your personal thoughts and reflections from completing the activity.

Grade Rubric: Activity Completion, 25 pts. Response paper Part 1, 10 points. Response paper Part 2, 10 points. Did you really put some thought into this?, 5 points.

Grade Rubric: Activity Completion, 25 pts. Response paper Part 1, 10 points. Response paper Part 2, 10 points. Did you really put some thought into this?, 5 points.

Adolescence Activity 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=3291b4ab-BLux-hKRJ-QSYt-lx7cad848c76&pubhash=Do9PFfVQnefrug9VCjWjV_K_DZYiv1pFikVNEXUleAHKoABK_u-wzG-0QUwhJ5aLBS63AHhEUitLVvNqz4lolw==\)](#)

Quiz 13: Chapter 13

Nov
09

Due: Thursday, Nov 09 at 3:45 pm

Covers chapter 13

Quiz 14: Chapter 14

Nov
09

Due: Thursday, Nov 09 at 3:45 pm

Covers chapter 14

AQ 10

Nov
09

Due: Thursday, Nov 09 at 11:59 pm

Exam 2

Nov
14

Due: Tuesday, Nov 14 at 10:00 pm

Material from chapters 9-14.

Quiz 16: Chapter 16

Nov
16

Due: Thursday, Nov 16 at 3:45 pm

Covers chapter 16

Quiz 15: Chapter 15

Nov
16

Due: Thursday, Nov 16 at 3:45 pm

Covers chapter 15

Journal Article Review 2

Nov

Due: Thursday, Nov 16 at 3:45 pm

Journal Article Review:

The purpose of this activity is to learn about a topic at a more in-depth level, taking a topic from the text or classroom and exploring the primary source material, i.e., what current academic researchers are saying about the topic. Follow the steps below to choose an article, cite it properly, report on it, critique it, and apply what you have learned.

Find an Article:

Go to lib.byu.edu, click on "Guides" on the left-hand side. Pick "Psychology". On the bottom of the page, find "PsycINFO" which will take you to the EBSCO search engine for searching this database. Use the search engine to find a peer-reviewed journal article on the topic of your choice, ideally an article published in the last 5 years. Cite the article using APA format (see example below).

Report on the Article:

Read the article to answer the questions provided on the accompanying sheet.

Critique the Article:

Use the questions provided to ask challenging questions of the article, examining the assumptions the authors may be making.

Apply:

Consider how this may apply to your future professional role or your personal life

Grade Rubric: 50 points total.

Find an acceptable article, 5 points.

Cite it properly, 5 points.

Reporting on article, 15 points.

Critique of article, 15 points.

Application, 5 points.

Did you really put some thought into this?, 5 points.

Reference:

(Example: O'Leary, C. M., Jacoby, P. J., Bartu, A., D'Antoine, H., & Bower, C. (2013). Maternal alcohol use and sudden infant death syndrome and infant mortality excluding SIDS. *Pediatrics*, 131(3), e770-e778.)

Reporting:

Describe 2 main points from the introduction (in one paragraph):

What variables or constructs are the researchers investigating (for example, the constructs from the article cited above would be maternal alcohol use and infant mortality, SIDS or other causes)?

Describe the researchers' methods of investigation (survey, experiment, who, what, how) in 3 sentences:

What did the authors find? Explain the (usually statistical) results in 2 sentences:

What did the authors conclude based on these results? In one paragraph, describe 2 main points from the conclusion.

Critique:

Time for critical thinking and challenging assumptions.

Introduction: The authors presented information to support their research question. What are some possible questions could they have asked, based on their introduction? (Give at least 2)

Method: Every research method has strengths and weaknesses. Describe two strengths and two weaknesses of the methodology the researchers used. (4 sentences max.)

Conclusions: Given these researchers' findings, are there any other possible explanations for their findings? (1-2 sentences)

Critique the researchers' conclusions. Are they justified? Do they raise more questions than they answer?

Apply:

Write a news headline that overstates the article's conclusions.

Write 2-3 sentences about how this article may relate to your group presentation, to what you are learning in another class, or to your aspiring professional career.

Write 2-3 sentences about how this article may apply to your personal life. Journal Article Review.docx [Download \(plugins/Upload/fileDownload.php?fileId=f7539f9a-UkOX-u1a0-1vpc-eh3c62cc8b4c&pubhash=6TqUw6lqsoap6nbo2YRMp-6eMDK8rRXkfCGHk8E8jEkAXz56WLPifEaQQWAhUY9M0RjaGwnqB9umThsQTmLVYQ==\)](#)

AQ 11

Nov
16

Due: Thursday, Nov 16 at 11:59 pm

Quiz 17: Chapter 17

Nov
30

Due: Thursday, Nov 30 at 3:45 pm

Covers chapter 17

Quiz 19: Chapter 19

Nov
30

Due: Thursday, Nov 30 at 3:45 pm

Covers chapter 19

Quiz 18: Chapter 18

Nov
30

Due: Thursday, Nov 30 at 3:45 pm

Covers chapter 18

AQ 12

Nov
30

Due: Thursday, Nov 30 at 11:59 pm

Adulthood Activity

Dec
07

Due: Thursday, Dec 07 at 3:45 pm

Adulthood Activity.docx [Download \(plugins/Upload/fileDownload.php?fileId=11689cc7-3zs2-YSDD-6ljU-6Mdd76e6d893&pubhash=-_VMNdNeO9-sD6hlmEhmbqEbT5avREsiHGUiKYEwNZf7YAHQwvguKokoElq7BrYfV5XDP-qkHUwqBLN9BX-Qjg==\)](https://www.coursehero.com/file/11689cc7-3zs2-YSDD-6ljU-6Mdd76e6d893&pubhash=-_VMNdNeO9-sD6hlmEhmbqEbT5avREsiHGUiKYEwNZf7YAHQwvguKokoElq7BrYfV5XDP-qkHUwqBLN9BX-Qjg==/)

Adulthood Activity:

The purpose of this activity is experiential learning, seeing how your “classroom” learning about adulthood applies in real life. Identify an adult (ideally, age 45 or older) you can interview for about 15-20 minutes. Get permission from the adult. Take notes during the interview, to be submitted. Then complete the response paper.

Consent:

Informed Consent: I’m taking a Psychology course about Human Development and would like to ask you a few questions about your experiences as an adult. Your name and identity will not be used for this assignment. If you feel uncomfortable with any question, please feel free to say that you prefer not to answer. You may end the interview at any time. The questions I have are expected to take about 15 to 20 minutes to discuss.

Individual gave verbal consent to interview? (Check) ☐ YES ☐ NO

Demographic data

Age
Gender
Race or Ethnicity
Family?
Education
Occupation
Other pertinent information

Early Adulthood

What major decisions did you make in your late teens and twenties?

What was important to you when you were 25?

Middle Adulthood

What changes did you observe, if anything, as you approached age 40?

Health

How would you describe your current health? Relative to when you were 25?

Cognitive

How have your mental processes (memory, reading/writing, speed, decision-making) changed, if at all?

Social Roles, Occupation

What were you responsible for at age 25? What are you responsible for now? Family changes?
Occupation?

Meaning

What are the most important things in your life? What brings you happiness?

How have you changed over the course of your adult life?

Writing your reaction:

Include some brief notes from your interview when you submit your written response paper. Then write a 1-page response paper in 2 parts: 1) Connect interview content to course content. 2) Your personal thoughts and reflections from completing the interview.

Grade Rubric: Activity Completion, 25 pts--Response paper Part 1, 10 points--Response paper Part 2, 10 points--Did you really put some thought into this?, 5 points.

Quiz 20: Chapter 20

Dec
07

Due: Thursday, Dec 07 at 3:45 pm

Covers chapter 20

AQ 13

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Ending Activity

Dec
14

Due: Thursday, Dec 14 at 3:45 pm

Ending Activity.docx [Download \(plugins/Upload/fileDownload.php?fileId=7993d431-gDJv-uqa0-2Xf1-r4713a76aaaf&pubhash=yjfeWdnvY2_wxdkyUgXVYyBiDpxBtTyyZsYHIQ2-VNTYShFdgl2tRXjLq_S6JlIiXofMugWmRd6HTZZy3_RSIQ==\)](https://www.coursehero.com/file/7993d431-gDJv-uqa0-2Xf1-r4713a76aaaf&pubhash=yjfeWdnvY2_wxdkyUgXVYyBiDpxBtTyyZsYHIQ2-VNTYShFdgl2tRXjLq_S6JlIiXofMugWmRd6HTZZy3_RSIQ==/)

Ending Activity:

The purpose of this activity is experiential learning, seeing how your “classroom” learning about adulthood applies in real life. Read over the life stories, life reviews, or obituaries of 2 people. Write your own obituary, then consider the meaning you want to create through your life. Then complete the response paper.

Activity Instructions:

Read several (at least two) life reviews or obituaries. You may find these via the internet if you wish, or read over the obituaries of people you have known. Then, read the following:

From: <http://www.lifehack.org/articles/lifestyle/wake-up-call-write-your-obituary.html>
(<http://www.lifehack.org/articles/lifestyle/wake-up-call-write-your-obituary.html>)

Alfred Nobel, the inventor of dynamite, was reading the newspaper one morning when, to his shock, he turned the page and discovered his obituary inside. It turns out that his brother had died, and the newspaper had published Alfred's obituary by mistake. The obituary read, “The merchant of death is dead”. It went on to say the following:

“Dr. Alfred Nobel, who became rich by finding ways to kill more people faster than ever before, died yesterday.”

Needless to say, Nobel was taken aback by the way in which the world was going to remember him after his death.

It's believed that it was due to this shock that Nobel decided to set aside the bulk of his estate in order to establish the Nobel Foundation, which annually bestows international awards in recognition of cultural and scientific advances. Today, Nobel is not remembered as the merchant of death, but as the creator of the Nobel Prizes, and, consequently, as a great humanitarian. Having read his obituary while he was still alive gave him the opportunity to change his legacy.

Although it sounds a bit macabre, writing your own obituary—or asking a friend or a family member to do it for you—can be an excellent wake-up call that can help you make important changes in your life.

Writing the obituary:

Ask yourself: Am I satisfied with the direction my life is headed? How will I want to remember my life, or for others to remember my life when I am gone?

Write a 1-page obituary, which you may choose whether or not to submit to Dr. Bailey. This is really for yourself.

Writing your reaction:

Then write a 2-page personal response paper, responding to the activity. No specific format is required, as your grade will be based on completion. You may consider any of the following prompts (or none of them, if you'd like):

- How do I remember others who have died? What stood out in the lives of others?
- What makes a life meaningful? How do I want to make my life meaningful?
- What do I really value?
- How does learning about death help me learn about life?

Extra credit

Dec
14

Due: Thursday, Dec 14 at 3:45 pm

With approval from instructor

Group Presentation

Dec
14

Due: Thursday, Dec 14 at 3:45 pm

Group Presentation.docx [Download \(plugins/Upload/fileDownload.php?fileId=a7f170ae-kpa3-zpFv-KT7L-BLd59bbb19da&pubhash=wkFeOrImkpU9cG-b11vzyq9gU4gLGkNzgo0jsVuHUXcb1gl2HQYRQHWr0_NRSmvmwvYzVPBNUdwxd2PRXLnKhQ==\)](https://plugins/Upload/fileDownload.php?fileId=a7f170ae-kpa3-zpFv-KT7L-BLd59bbb19da&pubhash=wkFeOrImkpU9cG-b11vzyq9gU4gLGkNzgo0jsVuHUXcb1gl2HQYRQHWr0_NRSmvmwvYzVPBNUdwxd2PRXLnKhQ==)

Group Presentation:

The purpose of this activity is to learn about a topic at a more in-depth level, working with classmates to understand a particular topic better. Being able to identify and locate information that helps to understand a topic will help you move forward in your career path. Presenting as a group will also help to build group work skills as well as the skill of public presentation.

Establish a topic:

Your topic must be approved by Dr. Bailey.

Find sources:

It is recommended that you use the Journal Article Review assignments to begin examining the literature relevant to your topic. Find several primary sources (i.e., peer-reviewed journal articles or edited chapters) to use in your presentation. Secondary sources are also acceptable sources of information, though the quality of the sources will be a part of your grade. Wikipedia is not a sufficiently credible source, but the source material for the Wikipedia information may be sufficiently credible.

Group presentation:

- All group members should work together to present the material in at least 10 but no more than 15 minutes.
- All group members must participate in the presentation.
- Multimedia presentations (PowerPoint, video clips, etc.) are encouraged but not required.
- Handouts are encouraged but not required.
- All materials (e.g., PPT presentations, handouts, written content) should be submitted to Dr. Bailey via email. The materials must include your references in a typed, APA-style reference list.
- Have fun with it!

Grade Rubric: 100 points total.

75 points for presentation

20—Kept to time allotted

20—All group members participated

10—Refrain from inaccuracies, accurate statements are made throughout

10—Creative, thoughtful, or entertaining. Or if none of these, at least interesting

- 10—Application to course content noted
 - 5—Dr. Bailey learns something he didn't already know
- 25 points for submitted materials
- 10—Complete submission of materials
 - 10—Quality of sources used (lots of primary sources included)
 - 5—You really put some thought into this, didn't you

AQ 14

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Exam 3 (Final)

Dec
19

Due: Tuesday, Dec 19 at 10:00 pm

Material from chapters 15 - 20 and comprehensive material.

AQ Extra

Dec
21

Due: Thursday, Dec 21 at 11:59 pm

Freebie AQ

Point Breakdown

Categories	Percent of Grade
Reading Quizzes	10%
Exams	40%
Research Projects	20%
Experiential Projects	22.5%
Attendance Quizzes	7.5%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
Week 1		
Th Sep 07 Thursday	Quiz 10: Chapter 10 Opens Quiz 11: Chapter 11 Opens Quiz 12: Chapter 12 Opens Quiz 13: Chapter 13 Opens Quiz 14: Chapter 14 Opens Quiz 15: Chapter 15 Opens Quiz 16: Chapter 16 Opens Quiz 17: Chapter 17 Opens Quiz 18: Chapter 18 Opens Quiz 19: Chapter 19 Opens Quiz 1: Chapter 1 Opens Quiz 20: Chapter 20 Opens Quiz 2: Chapter 2 Opens Quiz 3: Chapter 3 Opens Quiz 4: Chapter 4 Opens Quiz 5: Chapter 5 Opens Quiz 6: Chapter 6 Opens Quiz 7: Chapter 7 Opens Quiz 8: Chapter 8 Opens Quiz 9: Chapter 9 Opens	
Week 2		
Th Sep 14 Thursday	Quiz 2: Chapter 2 Closes Quiz 1: Chapter 1 Closes	
Week 3		

Th Sep 21 Thursday	Quiz 4: Chapter 4 Closes Quiz 3: Chapter 3 Closes Journal Article Review 1	
Week 4		
Th Sep 28 Thursday	Quiz 5: Chapter 5 Closes Quiz 6: Chapter 6 Closes	
Week 5		
Th Oct 05 Thursday	Birth Activity	
F Oct 06 Friday	Quiz 7: Chapter 7 Closes	
Week 6		
Th Oct 12 Thursday	Quiz 8: Chapter 8 Closes	Exam 1 Opens
Week 7		
T Oct 17 Tuesday		Exam 1 Closes
Th Oct 19 Thursday	Quiz 10: Chapter 10 Closes Quiz 9: Chapter 9 Closes	
Sa Oct 21 Saturday		
Week 8		
Th Oct 26 Thursday		
Week 9		
Th Nov 02 Thursday	Quiz 11: Chapter 11 Closes Quiz 12: Chapter 12 Closes Childhood Activity	
Week 10		
Th Nov 09 Thursday	Quiz 13: Chapter 13 Closes Quiz 14: Chapter 14 Closes Adolescence Activity	Exam 2 Opens
Week 11		
T Nov 14 Tuesday		Exam 2 Closes
Th Nov 16 Thursday	Quiz 15: Chapter 15 Closes Quiz 16: Chapter 16 Closes Journal Article Review 2	
Sa Nov 18 Saturday		
Week 12		
W Nov 22 Wednesday	No Classes	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
Th Nov 30 Thursday	Quiz 19: Chapter 19 Closes Quiz 18: Chapter 18 Closes Quiz 17: Chapter 17 Closes	
Week 14		
Th Dec 07 Thursday	Quiz 20: Chapter 20 Closes Adulthood Activity	
Week 15		

M Dec 11 Monday	Final Exam: B105 MARB 5:45pm - 7:45pm	
W Dec 13 Wednesday	Final Exam: 131 MARB 5:45pm - 7:45pm	
Th Dec 14 Thursday	Ending Activity Final Exam: 126 MARB 5:45pm - 7:45pm No class Extra credit Group Presentation	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	Exam 3 (Final) Opens
Week 16		
T Dec 19 Tuesday	Final Exam: 108 MARB 8:00pm - 10:00pm	Exam 3 (Final) Closes
Th Dec 21 Thursday		