

Written Assignment 3

**Chapters covering Human Development,
Personality and Motivation and Emotion**

Corresponds with Exam 3

In partial fulfillment of the requirements for PSYC 2301

**Introduction to Psychology
Houston Community College
Professor: Dr Anderson**

Name

Date:

Class Day and Time:

Statement

V. LIFESPAN DEVELOPMENT

Objective V.1 Explain the difference between cross-sectional and longitudinal research designs.

cross-sectional design

longitudinal design

1. A researcher studied vocabulary development by keeping track of the number of words that a group of children learned each year for five years. All of the children in the group were two years old when the study began. This is an example of a _____ design.

2. Another research studied vocabulary development by comparing the average number of words that two groups of children knew. One group of children ranged from two to four years of age, and the other ranged from five to seven. This is an example of a _____ design.

Objective V.2 List the characteristics of the three phases of prenatal development.

Zygote

germinal stage

embryonic stage

fetal stage

Exercises

1. Classify each of the following according to the phase of prenatal development to which it applies.

- (A) _____ conception to implantation
- (B) _____ implantation to eight weeks
- (C) _____ major organ systems formed
- (D) _____ fertilized egg travels down fallopian tube
- (E) _____ eight weeks to birth

Objective V.3 Explain the effects of teratogens and other negative factors on prenatal development.

Teratogen

fetal alcohol syndrome

1. Briefly state the effects of each of the maternal factors listed in the table below.

<i>Maternal Factor</i>	<i>Effects</i>
Malnutrition	
Alcohol use	
Tobacco use	

2. What are the symptoms of fetal alcohol syndrome?

Objective V.4 Describe the relationship between contact comfort and attachment.
Attachment

separation anxiety

stranger anxiety

Who is Harry Harlow and what study is he known for?

Describe contact comfort.

Objective V.5

Who is Mary Ainsworth?

secure attachment

avoidant attachment

ambivalent attachment

1. Identify each pattern of attachment in the table.

Pattern	Behavior
	Not upset when separated from caregiver; indifferent when caregiver returns
	Sometimes distressed when separated from caregiver; alternates happiness with indifference and, sometimes, anger, when caregiver returns
	Distressed when separated from caregiver; happy when caregiver returns

Objective V.7 Describe the process of cognitive development as Piaget explained it
Schemes

Assimilation

Accommodation

1. What did Piaget mean by the term "scheme"?
2. (Assimilation, accommodation) occurs when new information is incorporated into an existing scheme.
3. (Assimilation, accommodation) occurs when a scheme is changed so that new information can be incorporated.

Objective V.8 Summarize the characteristics of each of Piaget's four stages of cognitive development.

1. sensorimotor stage

object permanence

2. preoperational stage

egocentrism

centration

3. concrete operational stage

conservation

4. formal operational stage

1. Match each term with its definition

- (1) _____ object permanence
- (2) _____ egocentrism
- (3) _____ conservation

- (A) understanding that the quantity of matter stays the same even if its appearance changes
- (B) understanding that things continue to exist even when they cannot be seen
- (C) tendency to look at the world from one's own point of view

2. Briefly summarize the characteristics of each stage.

<i>Stage</i>	<i>Summary</i>
Sensorimotor	
Preoperational	
Concrete Operational	
Formal Operational	

Objective V.9 Summarize the characteristics of each of Erikson's eight stages of psychosocial development.

2. Briefly summarize the characteristics of each stage.

<i>Stage</i>	<i>Summary</i>
Trust versus Mistrust	
Autonomy versus Shame and Doubt	
Initiative versus Guilt	
Industry versus Inferiority	
Identity versus Role Confusion	
Intimacy versus Isolation	
Generativity versus Stagnation	
Ego Integrity versus Despair	

Objective V.10 Explain the effects of the authoritarian, authoritative, and permissive parenting styles on children's development.

authoritarian style

authoritative style

permissive style

1. Classify each of the following as consistent with the (A) authoritarian, (B) authoritative, or (C) permissive parenting styles.

- (1) _____ expect children to obey parental commands "because I said so"
- (2) _____ impose few rules on children
- (3) _____ children develop high self-esteem
- (4) _____ both demanding and responsive to children's needs
- (5) _____ children develop poorer social skills
- (6) _____ children more likely to be aggressive

Who is Diana Baumrind?

Objective V.11 Explain Kohlberg's levels and stages of moral development.

Preconventional

Conventional

Postconventional

Objective V.12 Describe the symptoms and proposed causes of Alzheimer's disease.

Alzheimer's disease—What are the symptoms and possible causes.

Objective V.13 Explain the difference between the social learning and cognitive theory explanations of gender role development.

Sex

Gender Identity

Sexual orientation

1. (Sex, gender) refers to the biological characteristics that differentiate males from females, while (sex, gender) refers to the psychological and social aspects of being male or female.

2. Define gender role

Give specific examples of gender roles.

Social learning theory or gender schema theory:

1. (Social learning, gender schema) theory emphasizes modeling and reinforcement in its explanation of gender role development.
2. (Social learning, gender schema) theory emphasizes children's development of internal rules regarding males and females in its explanation of gender role development.

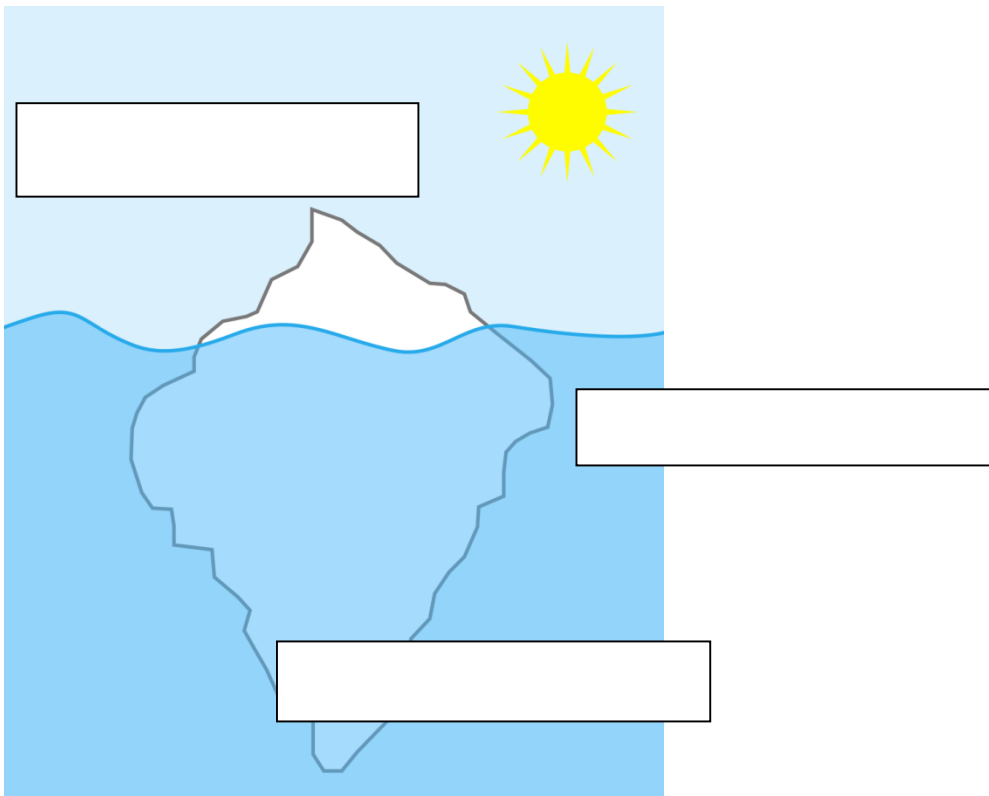
VI. PERSONALITY

Objective VI.1 Define personality.

1. What is meant by the term "personality"?

Objective VI.2 Describe the processes that take place in the conscious, unconscious, and preconscious mind.

- A. Label part of Freud's three level of consciousness



1. Briefly summarize the characteristics of Freud's three levels of consciousness.

<i>Level</i>	<i>Characteristics</i>
Conscious	
Preconscious	
Unconscious	

Objective VI.3 Define and identify the functions of the id, ego, and superego

Id

Ego

Superego

reality principle

pleasure principle

morality principle

1. When Jennifer's classmates offered her the chance to look over an exam key that one of them had taken from the professor's test folder, she refused. Jennifer's behavior was probably motivated by the component of personality that Freud called the _____.

2. "Eat, drink, and be merry, for tomorrow you may die," could be the motto of the _____.

3. Raul didn't have time to get something to eat before class because he had overslept, so he grabbed his roommate's leftover slice of pizza out of the refrigerator and wolfed it down. Raul's behavior was probably motivated by his _____.

4. Conflicts between the impulses of the _____ and the moral standards of the _____ are mediated by the _____.

Objective VI.4 Explain the purpose of defense mechanisms in Freud's theory.

1. What is a defense mechanism?
2. Which part of the personality produces defense mechanisms?
3. Describe the following defense mechanisms and give an example of each:

Repression

Projection

Displacement

Reaction Formation

Regression

Denial

Objective VI.5 Explain Freud's psychosexual stages

1. Briefly define Freud's psychosexual stages and give the age range associated with each.

<i>Stage</i>	<i>Ages</i>	<i>Definition</i>
Oral		
Anal		
Phallic		
Latency		
Genital		

Objective VI.6 Explain the Big Five personality traits.

1. What is a "trait"?
2. Briefly state the definition of each of the Big Five traits.

<i>Trait</i>	<i>Description</i>
Openness to experience	
Conscientiousness	
Extroversion	
Agreeableness	
Neuroticism	

Objective VI.7 Explain Albert Bandura's and Walter Mischel's approaches to personality.

1. Describe Mischel's contribution to personality theory.
2. How does Bandura explain how an individual's characteristic patterns of behavior develop?

Social cognitive view

Self-efficacy

Reciprocal determinism

Objective VI.8 Explain the views of humanistic theorists regarding the personality.

humanistic psychology

1. What are the main ideas of humanistic personality theory?
2. Carl Rogers believed that individuals must receive _____ from those around them in order to develop to their full potential.
3. What role does self-esteem play in personality functioning, according to humanistic theorists?

Objective VI.9 Explain the views of Abraham Maslow regarding self-actualization.

hierarchy of needs

1. In order for a person to experience self-actualization, she must first meet more basic needs. (true, false)
2. In his research, Maslow found that many self-actualizers had peak experiences. (true, false)

3. Maslow also found that self-actualizers placed a great deal of importance on others' opinions of their actions. (true, false)
4. What is self-actualization?

Objective VI.10 Explain the evidence for and against the view that personality is inherited.

behavioral genetics

True or False?

(A) Studies showing that fraternal twins who are raised apart have similar personalities suggest that heredity plays a major role in personality.

(B) Research suggests that adopted children's personalities are more similar to those of their adoptive parents than to their biological parents.

2. Explain this statement: Despite the evidence suggesting that personality traits are at least somewhat attributable to heredity, most psychologists believe that several factors interact to shape each individual's personality (what are the multiple factors?).

3. Why do behavioral geneticists study heredity and environment by comparing identical twins that are raised together to those who are raised apart?

Objective VI.11 Explain the differences between objective (self-report inventory) and projective personality tests.

Objective/Self-report inventory

projective test

Exercises

1. Write "O" beside each objective test (inventory) and "P" by each projective test.
 - (1) _____ MMPI
 - (2) _____ Rorschach
 - (3) _____ Thematic Apperception Test
2. When examinees take (objective, projective) tests, they impose their own thoughts and feelings onto ambiguous stimuli.
3. When examinees take (objective, projective) tests, they respond to standardized questionnaires.
4. (Objective, projective) tests tap into the unconscious.
5. (Objective, projective) tests rely on the subject to accurately answer a set of standardized questions about themselves.