

STUDY GUIDE EXAM 1

TEXTBOOK CHAPTERS: 1, 2, 3 and Prenatal Videos (Ch.5)

(These are key concepts and by no means is an exhaustive list)

Chapter 1 FRAMEWORKS FOR DEVELOPMENT

Key Terms:

1. What is Developmental Psychology
2. Brofenbrenner's Ecological Systems Model: Microsystem, Mesosystem, Exosystem, Macrosystem, Chronosystem
3. Three Debates: Nature Versus Nurture Controversy, Continuity Versus Discontinuity Controversy, Normative Versus Idiographic Development
4. Theories
 - a. Psychosexual Development
 - b. Psychosocial Development
 - c. Attachment
 - d. Behavioral And Social Learning Approaches
 - i. Classical Conditioning
 - ii. Operant Conditioning
 - iii. Social-Learning Theory
 1. Observational Learning
 2. *Modeling*

Chapter 2: Studying Child Development

Key Terms:

1. Scientific method
 - a. Theory
 - b. Hypothesis
2. Naturalistic Observation
3. Structured Observation
4. Interview Methods
5. Variable
 - a. Independent variable
 - b. Dependent variable
6. Correlational Designs: Positive correlation, Negative correlation
7. Experimental Designs
8. Developmental Designs: Longitudinal design, Cross-sectional design, Cross-sequential design

Chapter 3: Biological Context of Development

Key Terms:

1. GENES and Chromosomes
2. Mitosis, Meiosis
3. Crossing over
4. DNA (Deoxyribonucleic acid
5. Phenotype
6. Genotype
7. Polygenic inheritance
8. Behavior genetics
9. Identical (monozygotic twins
10. Fraternal (dizygotic) twins
11. Reaction range
12. Gene–environment correlation

Chapter 3: WATCH PRENATAL VIDEO AND KNOW HW ASSIGNMENT

POSSIBLE ESSAY QUESTIONS FOCUSED BROADLY SHENK'S THREE CHAPTERS. You will be asked to write a 5-8 sentence essay answering 1 of the 3 essay questions integrating the textbook chapter and Shenk's book.

1. Using the concept of Reaction Range, explain how identical (monozygotic) twins raised separately might possibly show *different phenotype* or observable characteristics/traits. (That is, even with the same genes--why do some have different traits?) Please use appropriate terminology to demonstrate your knowledge of the concepts. To receive full points, you must add supporting evidence drawn from the 'Maze Bright' and 'Maze dull' study in Shenk's Chapter
2. Using the concept of Reaction Range, first define it, and explain how parents can create *Active-Gene* environment influences to either turn-on (activate) or turn-off (not-activate) heritable traits. To receive full points you must support your arguments with specific evidence from Shenk's chapters: 1, 4 and/or 7.
3. Define Heritability estimates (or coefficients), including a drawback of these estimates and how it relates to Reaction Range. Again, to receive points you must support your arguments with Shenk's chapter 1 or 4.

I am looking for demonstrated mastery of appropriate terminology.