Instructor: B. Paige Trubenstein
Email: paige.trubenstein@angelo.edu
Phone: (325) 486-6296
Office: Academic 204G
Office Hours: Monday 9:00 a.m. - 10:00 a.m.
Tuesdays 8:30 a.m. - 10:00 a.m.
Additional office hours available (possibly through Skype or Zoom) as needed & by appointment.

Course Information

Course Description
The purpose of this course is to provide a broad overview of major developmental theories, research methods, and research findings related to human development across the lifespan. Topics will focus on key issues and dimensions of development, Nature/Nurture & Evolutionary Approaches, Ethology & Attachment, Psychoanalytic Approaches, Organization of the Self, Organismic Approaches, Sociocultural Approaches, Behaviorist & Social Learning Approaches, Dynamic & Ecological Systems.

Course Credits
Three Credits

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
1. Using the Blackboard Learning Management System
2. Using email with attachments
3. Creating and submitting files in commonly used word processing programs (e.g. Word or Google Docs)
4. Creating and submitting files in commonly used presentation processing programs (e.g. PowerPoint or Google Slides)
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
</table>
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | • Facilitation  
• Reading Notes  
• Discussion Questions |
| Learning to apply course material (to improve thinking, problem solving, and decisions) | • Reading Notes  
• Discussion Questions |
| Developing skill in expressing oneself orally or in writing                               | • Facilitation  
• Reading Notes  
• Discussion Questions |
| Learning to analyze and critically evaluate ideas, arguments, and points of view         | • Facilitation  
• Reading Notes  
• Discussion Questions |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | • Facilitation  
• Reading Notes  
• Discussion Questions |

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials


**Materials:** Laptop/Computer or Tablet, Note Taking Method, #2 Pencil,

Technology Requirements

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Blackboard Collaborate
Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

**Grading**

**Evaluation and Grades**

**Flipgrid Introduction (3% of grade):** https://flipgrid.com/ffb29854
You will submit a Flipgrid Introduction were you will

- Introduce yourself to the class
- Tell your area and year in the program
- Tell what you will do after getting your degree
- Why you are interested in this class
- Fun fact about yourself

**Weekly Reading Notes (30% of grade):**
You will submit reading notes each week (excluding the week you are facilitating) under the weekly module in blackboard. Weekly reading notes are due each Saturday by 11:59pm. This is a method for taking notes on your weekly readings, which will be useful for drafting and answering your developmental question response. Using this method, the notes are between 1 and three pages in length for each reading. I have attached a sample of what your reading notes should look like at the end of this syllabus. If there are multiple readings for the week, you will submit them as one document. You can also find the rubric that I will be using to grade your weekly reading notes at the end of this syllabus. Each note has a complete APA citation as a heading followed by this summary of information:

  - **Purpose of the article:** a concise statement as to the main aim of the article or reading
  - **Main points:** a listing of the key points in the reading
  - **Core concepts:** description (in some cases, a definition) of any core concepts in the reading
  - **Conclusions:** a statement of the main conclusions(s)
  - **Commentary:** statement of the main thing you learned from this reading

**Weekly Discussion Questions (20% of grade):**
Each Tuesday, the facilitator will develop and post a discussion question that pertains to the readings for the week. Students will have until Thursday at 11:59pm to post their response to the discussion question and until Saturday at 11:59pm to respond to at least 2 other peers. Keep in mind that you cannot just post your response and never look at it again. You must keep checking for responses to your submission and respond to any of the comments on your
submission. This activity is intended to be a discussion, (not just a single post). You can find the rubric that I will be using to grade your discussion responses at the end of this syllabus.

**Facilitation (30% of grade):**
Each Tuesday, the facilitator (detailed on the schedule) will develop and post a short lecture using Kaltura or Powerpoint. The facilitator will create the discussion thread for the week and post their lecture and video in the tread. This lecture should be 15-20 minutes in length and should summarize the readings for the week. You may develop slides to help you summarize and detail the readings or you may choose to lecture without slides. The Facilitator for the week will also develop and post a thoughtful discussion question related to the readings for the week and monitor peer’s reply to the discussion question. Keep in mind, posting a discussion question such as “Did you like this reading” is not thoughtful and does not stimulate discussion. You can find the rubric that I will be using to grade your facilitation at the end of this syllabus. You can also find tutorials for how to make and upload a Kaltura or Powerpoint presentation using the Recording and Uploading Video Instructions on Blackboard.

**Developmental Question Response (17% of final grade):**
There is a list of questions posted on blackboard that are related to a number of topics in developmental psychology. These questions are similar to something you would see on a qualifying exam. You will select one of these questions, and develop a 3-5 page response to that question using APA style (12pt font, double-spaced, name & SID in header, reference page at end of response, no abstract or cover-page needed). Responses should be thoughtful and well detailed and include citations from the readings covered in this course and potentially other reading not covered in this course. You can find the rubric that I will be using to grade your developmental question responses at the end of this syllabus.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipgrid Introduction</td>
<td>3%</td>
</tr>
<tr>
<td>Weekly Reading Notes (13 at 2.2% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Response to Discussion Question (14 at 1.4% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Facilitation</td>
<td>30%</td>
</tr>
<tr>
<td>Developmental Question Response</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
Assignment Submission
All homework assignments MUST be accessed and submitted through the homework assignment links in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at paige.trubenstein@angelo.edu and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

Communication
I will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: To communicate with me by email, please do so from your angelo.edu email account. As per ASU policy, I will not respond to emails from your personal email address. When emailing me, include the class number (Psyc 6347) & your full name in the subject line. Keep in mind there are many students in this class, by adding this you will help me clearly identify you. Write in clear coherent sentences in the body of the paragraph. Remember, you are not texting your friend, you are writing to an instructor for help.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Zoom, etc.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at paige.trubenstein@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Angelo State University Student Handbook
Angelo State University Catalog

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as
provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</thead>
</table>
| **Week 1 – 1/13 – Introduction** | • Reading – Kessen_1979  
  • Facilitator – Paige Trubenstein  
  • Saturday – 1/18 – Flipgrid Introduction due by 11:59pm |
| **Week 2 – 1/20 – Developmental Theories** | • Reading – Shonkoff_2011  
  • Facilitator – Nancy Mallard – Collaborate Summary and Discussion Question Due 1/21 by 11:59pm  
  • Discussion Responses due 1/23 by 11:59pm  
  • Reading Notes & Peer Interaction due 1/25 by 11:59pm |
| **Week 3 – 1/27 – Developmental Theories** | • Reading – Kagan_2008  
  • Facilitator – Bailee Broddrick – Collaborate Summary and Discussion Question Due 1/28 by 11:59pm  
  • Discussion Responses due 1/30 by 11:59pm  
  • Reading Notes & Peer Interaction due 2/1 by 11:59pm |
| **Week 4 – 2/03 – Developmental Theories** | • Reading – Raeff_2011  
  • Facilitator – Matthew Cordell – Collaborate Summary and Discussion Question Due 2/04 by 11:59pm  
  • Discussion Responses due 2/06 by 11:59pm  
  • Reading Notes & Peer Interaction due 2/08 by 11:59pm |
  • Facilitator – Paige Trubenstein – Collaborate Summary and Discussion Question Due 2/11 by 11:59pm  
  • Discussion Responses due 2/13 by 11:59pm  
  • Reading Notes & Peer Interaction due 2/15 by 11:59pm |
| **Week 6 – 2/17 – Ethology & Attachment** | • Reading – Ainsworth_1991, Smith_1990  
  • Facilitator – Paige Trubenstein – Collaborate Summary and Discussion Question Due 2/18 by 11:59pm  
  • Discussion Responses due 2/20 by 11:59pm  
  • Reading Notes & Peer Interaction due 2/22 by 11:59pm |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7 – 2/24</td>
<td>Ethology &amp; Attachment</td>
</tr>
<tr>
<td>Week 8 – 3/02</td>
<td>Psychoanalytic Approaches</td>
</tr>
<tr>
<td>Week 9 – 3/16</td>
<td>*** Spring Break – March 8&lt;sup&gt;th&lt;/sup&gt; – 14&lt;sup&gt;th&lt;/sup&gt; ***</td>
</tr>
<tr>
<td>Week 10 – 3/23</td>
<td>Organizing the Self</td>
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<tr>
<td>Week 11 – 3/30</td>
<td>Sociocultural Approaches</td>
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<tr>
<td>Week 12 – 4/06</td>
<td>Sociocultural Approaches</td>
</tr>
<tr>
<td>Week 13 – 4/13</td>
<td>Behaviorist &amp; Social Learning Approaches</td>
</tr>
<tr>
<td>Week 14 – 4/20</td>
<td>Behaviorist &amp; Social Learning Approaches</td>
</tr>
<tr>
<td>Week 15 – 4/27</td>
<td>Dynamic &amp; Ecological Systems</td>
</tr>
</tbody>
</table>

- Week 7 – 2/24 – Ethology & Attachment
  - Reading – Bretherton_1999
  - Facilitator – Colleen Mallory – Collaborate Summary and Discussion Question Due 2/25 by 11:59pm
  - Discussion Responses due 2/27 by 11:59pm
  - Reading Notes & Peer Interaction due 2/29 by 11:59pm

- Week 8 – 3/02 – Psychoanalytic Approaches
  - Reading – Shiner_2012, Thompson_2011
  - Facilitator – Brittney McCulloch – Collaborate Summary and Discussion Question Due 3/3 by 11:59pm
  - Discussion Responses due 3/5 by 11:59pm
  - Reading Notes & Peer Interaction due 3/7 by 11:59pm

- Week 9 – 3/16 – *** Spring Break – III – March 16<sup>th</sup> – 20<sup>th</sup> ***

- Week 10 – 3/23 – Organizing the Self
  - Reading – Sroufe_1979, Gottlieb_2002
  - Facilitator – Stefani Richardson – Collaborate Summary and Discussion Question Due 3/24 by 11:59pm
  - Discussion Responses due 3/26 by 11:59pm
  - Reading Notes & Peer Interaction due 3/28 by 11:59pm

- Week 11 – 3/30 – Sociocultural Approaches
  - Reading – Gauvain_2015
  - Facilitator – Julie Shasteen – Collaborate Summary and Discussion Question Due 3/31 by 11:59pm
  - Discussion Responses due 4/02 by 11:59pm
  - Reading Notes & Peer Interaction due 4/04 by 11:59pm

- Week 12 – 4/06 – Sociocultural Approaches
  - Reading – Rogoff_2015
  - Facilitator – Brittni Smith – Collaborate Summary and Discussion Question Due 4/07 by 11:59pm
  - Discussion Responses due 4/09 by 11:59pm
  - Reading Notes & Peer Interaction due 4/11 by 11:59pm

- Week 13 – 4/13 – Behaviorist & Social Learning Approaches
  - Reading – Bandura_2001
  - Facilitator – Paige Trubenstein – Collaborate Summary and Discussion Question Due 4/14 by 11:59pm
  - Discussion Responses due 4/16 by 11:59pm
  - Reading Notes & Peer Interaction due 4/18 by 11:59pm

- Week 14 – 4/20 – Behaviorist & Social Learning Approaches
  - Reading – Greenough_1987
  - Facilitator – Landree Thompson – Collaborate Summary and Discussion Question Due 4/21 by 11:59pm
  - Discussion Responses due 4/23 by 11:59pm
  - Reading Notes & Peer Interaction due 4/25 by 11:59pm

- Week 15 – 4/27 – Dynamic & Ecological Systems
  - Facilitator – Valeria Vazquez – Collaborate Summary and Discussion Question Due 4/28 by 11:59pm
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Discussion Responses due 4/30 by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>• Reading Notes &amp; Peer Interaction due 5/2 by 11:59pm</td>
</tr>
<tr>
<td>Week 16 – 5/03</td>
<td>• Developmental Question Response Due 05/07 by 11:59pm</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

**End of Syllabus**

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1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
8. [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)
<table>
<thead>
<tr>
<th>Development of Ideas</th>
<th>Evidence of Critical Thinking</th>
<th>Clarity &amp; Mechanics</th>
<th>Timeliness</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Beginner - Does not demonstrate understanding of the paper.</td>
<td>0 = Beginner - Does not demonstrate critical thinking of the paper.</td>
<td>0 = Beginner – Notes are unintelligible or not present.</td>
<td>0 = Beginner – Did not submit reading notes.</td>
</tr>
<tr>
<td>1 = Developing - Poorly developed ideas, does not demonstrate understanding of the paper.</td>
<td>1 = Developing - Poorly developed critical thinking.</td>
<td>1 = Developing – Note are difficult to clarify, unordered, or incorrect.</td>
<td>1 = Developing – Submitted reading notes within 48 hours after the deadline.</td>
</tr>
<tr>
<td>3 = Proficient - Developing ideas; demonstrates basic understanding of the paper.</td>
<td>3 = Proficient - Beginning of critical thinking, notes tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.</td>
<td>3 = Proficient – Notes are understandable, but more detailed analysis of the paper was required.</td>
<td>2 = Proficient – Submitted reading notes within 24 hours after the deadline.</td>
</tr>
<tr>
<td>5 = Advanced - Well developed ideas; clearly demonstrates understanding of the paper, potentially introduces new ideas</td>
<td>5 = Advanced - Clear evidence of critical thinking-application analysis, synthesis, and evaluation. Notes are characterized by clarity of argument, depth of insight into theoretical issues, and relevance. Sometimes include unusual insights.</td>
<td>5 = Advanced – Notes are well articulated and understandable.</td>
<td>5 = Advanced – Reading notes were submitted before the deadline.</td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>Evidence of Critical Thinking</td>
<td>Clarity &amp; Mechanics</td>
<td>Response to other students and instructor</td>
</tr>
<tr>
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</tr>
<tr>
<td>0 = Beginner - Does not enter the discussion</td>
<td>0 = Beginner - Does not enter the discussion</td>
<td>0 = Beginner – Posts are unintelligible or not present.</td>
<td>0 = Beginner – Does not enter the discussion.</td>
</tr>
<tr>
<td>1 = Developing - Poorly developed ideas, which do not add to the discussion</td>
<td>1 = Developing - Poorly developed critical thinking</td>
<td>1 = Developing – Posts are difficult to clarify.</td>
<td>1 = Developing – Responds to discussion question but does not interact with any other students or instructor.</td>
</tr>
<tr>
<td>3 = Proficient - Developing ideas; sometimes stimulates discussion</td>
<td>3 = Proficient - Beginning of critical thinking, postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.</td>
<td>3 = Proficient – Posts are understandable, but some thought it required.</td>
<td>2 = Proficient – Interacts at least once with other student or instructor.</td>
</tr>
<tr>
<td>5 = Advanced - Well developed ideas; introduces new ideas, and stimulates discussion</td>
<td>5 = Advanced - Clear evidence of critical thinking-application analysis, synthesis, and evaluation. Posting are characterized by clarity of argument, depth of insight into theoretical issues, and relevance. Sometimes include unusual insights. Arguments are well supported.</td>
<td>5 = Advanced – Posts are well articulated and understandable.</td>
<td>4 = Advanced – Interacts at least two times with other students and/or instructor.</td>
</tr>
<tr>
<td>Facilitation Rubric</td>
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<tr>
<td>Development of Ideas &amp; Evidence of Critical Thinking in Video</td>
<td>Development of Ideas &amp; Evidence of Critical Thinking in Discussion Question</td>
<td>Clarity &amp; Mechanics</td>
<td>Response to other students and instructor</td>
</tr>
<tr>
<td><strong>0 = Beginner</strong> - Does not post video</td>
<td><strong>0 = Beginner</strong> - Does not post discussion question</td>
<td><strong>0 = Beginner</strong> - Posts are unintelligible or not present.</td>
<td><strong>0 = Beginner</strong> - Does not enter the discussion.</td>
</tr>
<tr>
<td><strong>1 = Developing</strong> - Poorly developed ideas, does not demonstrate understanding of the paper.</td>
<td><strong>1 = Developing</strong> - Poorly developed critical thinking. Discussion question does not provoke thoughtful discussion</td>
<td><strong>1 = Developing</strong> - Posts are difficult to clarify.</td>
<td><strong>1 = Developing</strong> - Responds to a few students but does not interact with all students or instructor.</td>
</tr>
<tr>
<td><strong>3 = Proficient</strong> - Beginning of critical thinking, video tends to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.</td>
<td><strong>3 = Proficient</strong> - Developing ideas; discussion question stimulates discussion</td>
<td><strong>3 = Proficient</strong> - Posts are understandable, but some thought it required.</td>
<td><strong>2 = Proficient</strong> - Interacts with at least half of the other student and/or instructor.</td>
</tr>
<tr>
<td><strong>5 = Advanced</strong> - Well developed ideas; introduces new ideas, and stimulates discussion</td>
<td><strong>5 = Advanced</strong> - Clear evidence of critical thinking-application analysis, synthesis, and evaluation. Discussion question is characterized by clarity of argument, depth of insight into theoretical issues, and relevance. Sometimes include unusual insights.</td>
<td><strong>5 = Advanced</strong> - Posts are well articulated and understandable.</td>
<td><strong>4 = Advanced</strong> - Interacts meaningfully with most other students and/or instructor.</td>
</tr>
</tbody>
</table>
## Developmental Question Response Rubric

<table>
<thead>
<tr>
<th>Development of Ideas</th>
<th>Evidence of Critical Thinking</th>
<th>Clarity &amp; Mechanics</th>
<th>Timeliness</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Beginner-Does not answer question.</td>
<td>0 = Beginner - Does not answer question.</td>
<td>0 = Beginner – Response is unintelligible or not present.</td>
<td>0 = Beginner – Response is not submitted within 36 hours after deadline.</td>
</tr>
<tr>
<td>1 = Developing-Poorly developed ideas, which do not answer the question.</td>
<td>1 = Developing - Poorly developed critical thinking, which does not fully answer the question.</td>
<td>1 = Developing – Response is difficult to clarify.</td>
<td>1 = Developing – Response is submitted within 36 hours after deadline.</td>
</tr>
<tr>
<td>3 = Proficient-Developing ideas; minimally answers the question but more thought should have been applied.</td>
<td>3 = Proficient - Beginning of critical thinking, postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.</td>
<td>3 = Proficient – Response is understandable, but some thought it required.</td>
<td>3 = Proficient – Response is submitted within 24 hours after the deadline.</td>
</tr>
<tr>
<td>5 = Advanced-Well developed ideas; introduces new ideas, connects and utilizes multiple readings to answer question.</td>
<td>5 = Advanced - Clear evidence of critical thinking-application analysis, synthesis, and evaluation. Response is characterized by clarity of argument, depth of insight into theoretical issues, and relevance. Sometimes include unusual insights. Arguments are well supported.</td>
<td>5 = Advanced – Response is well articulated and understandable.</td>
<td>5 = Advanced – Response is submitted before the deadline.</td>
</tr>
</tbody>
</table>
Sample Reading Notes (from Dr. Mary Gauvain)

Purpose. To describe a sociocultural approach to cognitive development and identify three features of the social and cultural context that affect the way children learn to think.

Main points (and definitions):
In all societies, most children grow up to be competent members, which suggests that cultures have within them means of supporting and guiding cognitive development.

Focus of developmental research should be to understand how children develop skills and knowledge needed in the context of development.

Describes main contributions of theories that support this approach, including cultural practice views of cognition (stresses that people learn to think in specific situations), sociohistorical approach (stresses the role of material, symbolic, and social resources that organize and support cognitive growth), and developmental niche idea (stresses the both the organism and the culture are organized structures the work together to shape development).

Outlines three cognitive subsystems of the Developmental Niche that show the various levels at which culture penetrates cognitive development:
   - Activity goals and values of the culture – children learn to think and practice thinking in the context of goal-directed activities that are defined and organized by the culture, e.g. Carraher et al., 1985 research with Brazilian street children’s mathematics skills
   - Material and symbolic tools – cultures devise, use, and pass on across generations myriad tools that support, enhance, and transform mental activity, e.g. Hatano et al 1977 research with experience with abacus and mental calculation
   - Higher-level structures and practices – organized social practices (such as patterns of social interaction and communicative conventions) and institutions (such as formal schooling) connect community members with each other and a shared system of meaning, e.g. Nelson & Gruendel, 1981, research on script learning

Conclusion. Culture is a critical component of cognitive development and it is possible to specify dimensions of culture that organize and direct human action and, as a result, contribute to the development of thinking and cognitive skills.

Commentary:
List what you learned from this paper.