1. Who is the author of your textbook.

2. Define: development; sensitive/optimal period; critical period; socialization.

3. What is meant by “development in context,” and why is it important for us to understand the concept.

4. Discuss the nature/nurture or heredity/environment controversy. What is the current thinking regarding (re:) this debate.

5. Refer to the chart on p. 12 and identify some of the economic and policy implications of these data for the United States.

6. Distinguish between naturalistic and laboratory observations and consider how behavior might be affected by the setting in which the observation is made.

7. Study the handout on research. In particular, know these 3 research designs: descriptive; correlation; and experiment. What is the purpose of each; what are some of the positive features of each design; some of the limitations; how is a correlation reported; distinguish between positive and negative (inverse) correlations (be certain to read the last paragraph on p. 27); understand the difference between independent and dependent variables; experimental and control groups.

8. Distinguish between cross-sectional; longitudinal and sequential research. Which is appropriate for collecting data used in establishing norms, for example, for gross-motor and fine-motor behavior; which time frame is appropriate for studying individual differences; which time frame allows the researcher to compare intra- and inter-group change.

9. Study Bronfenbrenner’s ecological model of development, including the 4 environmental levels and how the child influences and is influenced by each level. Of the 4 levels, which has the greatest direct influence on the developing child.

10. Define: cohort; how do cohort experiences influence development.

11. Distinguish between normative age-graded influences; normative history-graded influences; and nonnormative influences.

12. Define: habituation; habituation method; dishabituation.

13. Distinguish between gross- and fine-motor skills.

14. Be familiar with the fine- and gross-motor milestones given in class.

15. How does malnutrition affect infant development.


17. Define: novelty paradigm; preference method; surprise paradigm.

18. Be familiar with the material on the sensory capacities of the infant, especially the material presented in class.

19. Be familiar with the technique used to determine the infant’s depth perception and with the findings of this research.
20. Define: **cognition**.
21. What is the basic position of Jean Piaget re: human cognition.
22. Study the basic concepts in Piaget’s theory: **schema; organization; adaptation; assimilation; and accommodation**.
23. Know the approximate ages associated with the sensorimotor period; why does Piaget call the first period of intellectual development the sensorimotor period (see pp. 146 & 147).
25. Define: **object permanence**. Be familiar with the process of acquiring a conception of object permanence.
26. Define: **symbolic representation**. What is a behavior in which an toddler engages that reflects symbolic representation.
27. Define: **zone of proximal development**; what is Vygotsky’s basic assumption about cognitive development.
29. Define: **attachment**. Is the infant active or passive in establishing an attachment relationship.
30. Describe the 3 types of attachment; be familiar with the research paradigm, the strange situation, used to determine the quality of the attachment relationship and with the typical response to the strange situation for each type of attachment. Know the immediate and long-term child behaviors associated with securely and insecurely attached infants; describe maternal behaviors associated with secure and insecure attachment.
31. What is **mutuality** or **interactive synchrony** and how does this contribute to an attachment relationship.
32. What is: **stranger anxiety; separation anxiety**. When does stranger anxiety usually appear.
33. What is the **discrepancy hypothesis** and how is it related to stranger anxiety. What is the relationship between the number of people with whom the child has an attachment relationship and the degree of stranger and separation anxiety.
34. Describe differences in the way mothers and fathers typically interact with their infants. What happens when father assumes the role of primary caregiver.
35. Know the basic concepts of Erikson’s theory and the first two stages of personality development. Be prepared to discuss how parents influence the child’s development in each of these stages and how and when these issues may appear at other times in the life cycle.
36. What, according to Belsky, is the effect of day care on infants. What did the NICHD study find re: day care. (boxed material p. 195)
37. Describe the behaviors of 3rd graders from neighborhoods characterized by low quality day care.
38. Define and distinguish between **receptive language** and **productive language**. Which is more advanced throughout the lifespan.
39. Define: **phoneme; morpheme; semantics; syntax; overextension; overregulation; and pragmatics**.
40. When can infants distinguish phonemes; produce phonemes.
41. Why are infants called language universalists.
42. Be familiar with the following language milestones: cooing; babbling; expressive jargon; first words; holophrases; two-word sentences (telegraphic speech); rules of syntax.
43. According to current thinking, what is the effect of bilingualism on the young child’s linguistic and cognitive development.
44. Learning theorists use imitation and reinforcement to explain language acquisition; explain how these factors operate to influence the acquisition of language; why are they inadequate as a complete explanation of language acquisition (read the caveats re: development of syntax on pp. 161 & 162 and your notes to answer the last part of this question).
45. What is the language acquisition device (LAD) that Chomsky uses to explain language acquisition; what supports Chomsky’s argument; why is an explanation for language acquisition based solely on biological factors insufficient.