General Psychology Assignment

Deborah McMakin

Follow this and additional works at: https://digitalcommons.framingham.edu(fdct2017

Recommended Citation
McMakin, Deborah, "General Psychology Assignment" (2017). Teach-In on Family Diversity and Change 2017. 5.
https://digitalcommons.framingham.edu(fdct2017/5

This Article is brought to you for free and open access by the Family Diversity and Change Teach-In at Digital Commons at Framingham State University. It has been accepted for inclusion in Teach-In on Family Diversity and Change 2017 by an authorized administrator of Digital Commons at Framingham State University. For more information, please contact hmonaghan@framingham.edu.
This is a multi-step project that is designed to engage you with the course material in a meaningful way, apply the course content to your own life and to collaborate with your peers. This project is part of the FSU Family Diversity and Change teach-in that is occurring across campus in November, the Work x Family exhibit in the FSU Mazmanian Gallery through December 15 and the Talking Back to Showing (work x family) December 6, 2017 at 4:30 p.m. in the McCarthy Center Forum.

Gathering data about yourself and your family

Respond to the questions below about yourself. Respond in complete sentences. You will use your responses as data for connections to the text (see below) and an upcoming paper (10 points).

A. Interview a family member (after you respond to the questions below in writing) (10 points).
   - Remember that there are numerous ways to define family and therefore the family member may not have biological ties to you nor be legally considered family to be part of this project. As long as the person is a family member according to your definition of family, you are all set.
   - You may take notes or audio record (with permission from the family member) the interview. Remember that taking notes and/or recording can distract and/or affect how your participant responds to the questions below. Thus, if Inform them that you will not reveal their identity for the project and

1. Define family. What does family mean to you?
2. How would you describe your role in your family?
3. What are you beliefs about women working outside of the household? What has informed your beliefs? In other words, why do you believe what you do?
4. What are you beliefs about men working outside of the household? What has informed your beliefs? In other words, why do you believe what you do?
5. What messages did you receive (from family, friends, media, etc.) about managing parenting and work outside of the home?
6. What is most memorable to you about my development such as when I began to walk, talk, my physical development, etc. (consider developmental norms, milestones, etc.)
7. What do you remember about my experiences when I became a teenager (puberty, establishing an identity, etc.).
8. What did you want me to learn during my childhood? How did you try and teach me? (Note: this could be a general abstract value such as compassion and/or a specific skill like tying your shoes or learning to drive).
9. What percentage of the household work do you estimate that you spend time completing? What household work tasks do you complete?

Connections to the text (30 points)

1. Describe the work life of this person. What work does this person do in and/or outside of the home?
2. As you were growing up (childhood through adolescence), who, if anyone, worked outside of the home? (consider all of those living in your household, including yourself, where applicable).
3. What and how did you learn about your family members’ work outside of the home?
4. How did your schemes or understanding of their work change and remain the same over time?
5. What did you learn about gender roles and work from your family? Provide two examples.
6. Make at least two connections to the text information on development (chapter 3) and learning (chapter 6). In what ways are you and your family member’s responses to the interview questions consistent and/or inconsistent with the information presented in the text on:
   a. Parenting and job responsibilities
   b. Age norms and developmental patterns
   c. Learning theory concepts that help explain how they tried to teach you and how you learned.
7. Psychosocial development
   a. According to Erikson what stage are you in?
   b. How are you addressing the developmental tasks associated with your stage? Provide examples
   c. According to Erikson what stage is your family member in?
   d. From your perspective, how are they addressing the developmental tasks associated with your stage? Provide two examples.

Peer Review Draft due on Thursday November 30

Final Draft due on Sunday December 3, 11:30 pm

ASSIGNMENT RUBRIC
<table>
<thead>
<tr>
<th>Rubric for grading papers</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth &amp; quality of summary and responses (40%)</strong></td>
<td>The paper is complete with summary and responses address every important aspect of the questions.</td>
<td>The paper is substantially complete, but one or more parts of the summary or questions are not addressed.</td>
<td>The paper is clearly incomplete with several important aspects of the summary or questions left out</td>
</tr>
<tr>
<td><strong>Connections to course (40%)</strong></td>
<td>The author utilizes several aspects of relevant course content in his or her summary and response. Connections to course content reflect strong understanding of what is known, what is generally accepted, and what is yet to be discovered.</td>
<td>The author utilizes relevant course content in his or her summary and response. Connections to course content reflect general understanding of what is known, what is generally accepted, and what is yet to be discovered.</td>
<td>The author does not utilize relevant course content in his or her summary and response. Connections to course content reflect a poor grasp of the relevant information.</td>
</tr>
<tr>
<td><strong>Written Expression relative to grammar &amp; spelling (20%)</strong></td>
<td>Punctuation is accurate and guides the reader effectively through the text. Grammar and usage contribute to the clarity. Paragraphs are focused and coherent; transitions between paragraphs are effective.</td>
<td>Proper punctuation is sometimes missing or wrong. There are problems with grammar or usage and/or spelling but they are not serious enough to distort meaning. Paragraphs occasionally lack focus or coherence.</td>
<td>Punctuation is often missing or incorrect, including terminal punctuation. Errors in grammar or usage are frequent enough to become distracting and interfere with meaning. Paragraphs generally lack focus or coherence.</td>
</tr>
</tbody>
</table>