

# DEP2004 Assignments – Winter 2014

## MidTerm Project - Debate

### Instructions:

Each team is assigned two topics. For your final project, you will conduct two mini-debates. In order to prepare, your team will be responsible for researching your topics and preparing your debate position. You will work with your team throughout this process. You are free to assign tasks as you see fit. You may choose to each work on all two topics or you may choose to assign one member to each topic or work in pairs. This is entirely up to you. The key here is thorough understanding and command of your topic, and your ability to convey and argue your position. The debates will occur during our last class meeting, March 6, 2014.

### Debate Topics

Topic	Team	
	For*	Against**
All prospective parents at risk as carriers of abnormal genes should be subjected to mandatory genetic testing (Chapter 2)	1	2
Attending day care centers during the first three years of life is psychologically damaging to children (Chapter 4)	3	4
Alcoholism and the abuse of other drugs is hereditary (Chapter 11)	5	1
Research on cognitive decline supports mandatory retirement laws (Chapter 14)	2	3
Euthanasia and physician-assisted suicide should be legalized (Epilogue)	4	5

\*For = debate will argue in favor/agreement of the topic statement. \*\*Against = debater/s will be against/not in favor of the topic statement.

This is a guide to help you prepare for a debate. It answers questions you may have.

### What are we trying to do?

Your task is to prepare to argue and support a position assigned to you by your teacher. You will do the necessary research to support your ideas, prepare to both pose and answer questions and practice your presentation so that it's well polished.

### How do we win?

Your goal is not necessarily to win, but to prepare to defend your side as best you are able. You will be marked on the quality of your evidence, your ability to defeat your opponent's arguments, adherence to rules and the confidence of your presentation. Nevertheless, your teacher will determine a "winner". You will need to present a more coherent and forceful set of arguments in a polished manner to prevail over your opponent.

### Final Project Debate Format

- Opening Statement (Affirmative: 3 minutes)
- Opening Statement (Negative: 3 minutes)

- Rebuttal (Negative: 3 minutes)
- Rebuttal (Affirmative: 3 minutes)
  
- Second Rebuttal, or Second Statement (Negative: 2 minutes)
- Second Rebuttal, or Second Statement (Affirmative: 2 minutes)
  
- Closing Statement (Negative: 2 minutes)
- Closing Statement (Affirmative: 2 minutes)

Total: 20 minutes

**Debate Rubric – This rubric outlines the EXACT way in which you will be graded for this project.**

Category	5	4	3	2	1
Respect for Other Debater	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in this debate was clear, accurate and thorough.	Most information presented in this debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Some information was accurate, but there were some minor inaccuracies.	Information had some major inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Some counter-arguments were weak and irrelevant.	Counter-arguments were not accurate and/or relevant.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Some points were supported well, others were not.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not tied well to an idea.	Arguments were not tied to an idea
Understanding of Topic	The debater clearly understood the topic in depth and presented their information forcefully and convincingly.	The debater clearly understood the topic in depth and presented their information with ease.	The debater seemed to understand the main points of the topic and presented those with ease.	The debater seemed to understand the main points of the topic, but didn't present with ease.	The debater did not show an adequate understanding of the topic.
Presentation Style	Debater consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Debater usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Debater sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	The debater used gestures, eye contact, tone of voice and a level of enthusiasm in a way that that did not consistently keep the attention of the audience.	The debater's presentation style did not keep the attention of the audience.
Sub-totals					
				Total	

35 – 29 = A    28 – 22 = B    21 – 15 = C    14 – 8 = D    <8 = F

Team Member Names \_\_\_\_\_

Topic \_\_\_\_\_

## Final Reflection Paper

You will be required to write a Reflection Paper (approx. 500 words) about what you have learned from the course that you can apply to your personal life. You can relate it to several chapters if you wish; however, it should not be a summary of the information from the book. Use APA format. Students will submit the paper (via email) on April 28, 2014.

## Final Project

### Life Span Development Project –

#### Biographical Study

Goal: To create a human being and “illustrate” the development of his/her life.

- You and your team mates will be tracing the life of an individual of your own creation.
- As we cover a topic in developmental psychology you will work on your “biography” of your character.
- Use pictures/ artifacts from your own childhood and your families as examples, or you can use photos/drawings you create.
- Basically, tell a story.
- You must apply the concepts of *Developmental Psychology* to your character’s life.

#### *Format*

-You must explain your character’s development as they progress through life, (Conception – Death) using the primary theorists studied (Freud, Erickson, Kohlberg, Vygotsky, Piaget, Kohlberg, Kubler’Ross, etc.)

You must address each of the topics below:

1. Newborn, Infancy, & Childhood-Temperament-Physical, Motor, Language Development-Cognitive Development (Piaget)-Moral Development (Kohlberg)-Social Development- (Erikson) Pschosexual Stages (Freud) and any other relevant theorists
2. Adolescence-Physical Changes-Cognitive Changes-Personality & Social Development- identity formation-Problems of adolescence
3. Adulthood-aging senses, physical changes-cognitive changes, Personality Changes- love and relationships- Parenting- Work & Retirement-Old Age/Stages of Dying

Each topic should be clearly labeled with a new picture/ illustration, artifact.-Each topic should be clearly labeled with a new slide in your PowerPoint Only ONE Slide (1) per topic.

Include in each topic:

- a) Title
- b) Picture/ artifact representing significant events
- c) Brief summary of how your character’s life applies to each topic. (to be included in Notes section of each slide)
- d) Creativity!

How you choose to arrange each of these is up to you!

### Life Span Development Project - Biographical Study Rubric

Content	Points				Comments
A life story is told. The character developed traces its history/development from conception to death. - 20 pts.					
For each developmental period, there is theoretical and practical (life events/circumstances) information provided to support specific developmental milestones and outcomes (both progressing or retarding/delaying development) as they relate to physical, cognitive, emotional and social development. This information must be related to theories discussed and studied in class. – 80 pts. (total) <ul style="list-style-type: none"> <li>• Prenatal (conception to birth) - 8 pts.</li> <li>• Infancy and toddlerhood (birth – 2) - 12 pts.</li> <li>• Early childhood (2 – 6) - 12 pts.</li> <li>• Middle childhood (6 – 11) – 12 pts.</li> <li>• Adolescence (11-18) – 12 pts.</li> <li>• Early adulthood (18-40) – 12 pts.</li> <li>• Middle adulthood (40-65) – 12 pts.</li> <li>• Late adulthood (65- death) – 12 pts.</li> </ul>	Phys.	Cog.	Emot.	Soc.	
Presentation					
All group members actively participate in the presentation of the character biography. – 15 pts.					
The presentation is clear, concise and thorough – explaining each developmental period and all of the circumstances responsible for characters life span development. – 25 pts.					
Visual aids are used effectively. If Ppt. slides are used, they follow the 6 by 6 rule (no more than 6 bullets and 6 words per bulleted item) on each slide.- 20 pts.					
Presenters appear prepared and organized. – 20 pts					
All presenters appear familiar with the information and presentation content. 20 – pts.					
<b>Total</b>					<b>Final Grade</b>

180 – 200 pts. = A      160 – 179 = B      140 – 159 = C      120 – 139 = D      </=119 = F

Team Member Names - \_\_\_\_\_

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