

Questions on the exam will require you to apply your knowledge and to recognize examples of concepts, so it is important that you understand the material and don't simply memorize definitions. You are responsible for all material covered in class on attachment, development of self and understanding of others, and achievement motivation. Use the textbook to clarify your understanding of this material and as a source of additional examples. However, exam questions on material covered both in class and in the textbook will be based on your class notes.

I have indicated below the sections in the textbook that were NOT covered in class and for which you are responsible. For this material, focus on the key (bold) terms presented and the “take home” messages for each section. The questions on textbook material will focus on broad themes and key terms rather than very specific details. For the two articles, see the specific guidelines below. There will be no more than 10 questions (out of 50) on material presented only in the textbook and the articles; if the exam is less than 50 questions, the number of questions from the textbook and articles will be adjusted accordingly. If a textbook section is not indicated below, you are NOT responsible for it.

The first set of page numbers refers to the 6th edition of the textbook and the second set refers to the 5th edition.

Attachment

The Growth of Primary Attachments (pp. 138-139 or 133-134): Know the four phases and the approximate ages at which infants pass through each phase.

Cultural Variations in Attachment (pp. 146-147 or 141-142)

Who is at Risk of Becoming an Insensitive Caregiver? and Ecological Constraints on Caregiving Sensitivity, including Box 5.2 (pp. 148-150 or 144-145)

Fathers as Attachment Objects (pp. 152-154 or 148-149)

The Unattached Infant (pp. 158-161 or 152-155)

Development of Self and Understanding of Others

Article: *Drawing from pictures: The development of concepts of false drawing and false belief in children with deafness, normal hearing, and autism* (Peterson, 2002)

You should know the findings from this article that we discussed in class. In addition, you should know the following (which we also discussed in class):

1. Tasks and Scoring (Experiment 1): Ribbons task (false belief) and Portrait task (false drawing). Know how these were administered (i.e., be able to describe each task) and how they were scored—that is, which question(s) did children have to answer correctly in order to pass the task? (i.e., you do not need to know the “control” questions that were asked to make sure that children understood the scenarios, just the “test” questions.)

2. Tasks and Scoring (Experiment 2): Candies task (false belief) and Apples task (false drawing). Know how these were administered (i.e., be able to describe each task) and how they were scored—that is, which question(s) did children have to answer correctly in order to pass the task? (i.e., you do not need to know the “control” questions that were asked to make sure that children understood the scenarios, just the “test” questions.)

Textbook:

Self-Esteem: The Evaluative Component of Self (pp. 181-184 or 174-177, not including Self-Esteem in Adolescence)

Mastery Motivation

Article: *Person versus process praise and criticism: Implications for contingent self-worth and coping* (Kamins & Dweck, 1999)

You should know the material on person and process feedback and the findings of this article as discussed in class. In addition, you should know the following (some of which we may also discuss in class):

1. Average age of children tested in each study (just years, not months)
2. The basic procedure used in Study 1 and Study 2 (i.e., the type of story told to the child and the different types of feedback that children could receive--person or process. You don't have to worry about the other types of feedback).
3. Dependent Measures from Study 1 (they were basically the same in Study 2): Know the 5 specific measures that were collected from children to measure their coping behavior.

Textbook:

Individualistic versus Collectivistic Perspectives on Achievement (pp.224-225 or 211-214)

Ethnic Variations in Achievement (pp. 225-226 or 214-215, not including Peer Group Influences)

Social Class Differences in Achievement (pp. 228-232 or 216-218)

Home and Family Influences on Achievement (pp. 232-237 or 218-222, not including Parental Expectancies and Achievement if you're using the 6th edition)