

## ECE 131 / 31 ~ FALL 2015 ~ Chapter Six Study Guide -

- Review the entire chapter prior to reading it. Look at the illustrations. **Review and study the key terms and summaries at the end of the Chapter.**
- Expect this entire assignment to take as long as 4 to 6 hours. Divide the reading into logical sections and create a reasonable schedule over several days. Take breaks; avoid reading for more than 1 hour at a time.
- Take notes while you read keeping in mind the learning objectives indicated below.
- Explain what you read to another person to help you consolidate learning.
- Consider logging on to the Berger text website and take the Chapter 6 Quizzes. Click the "Sign me up as a student" link and enter the information requested.

**Chapter 6 ~ IMPORTANT:** Use chapter 6 key terms AND your responses to these questions when analyzing your observations of infants and toddlers. (Assignment due October 22).

1. Identify and describe each of Piaget's **first four stages of sensorimotor intelligence.**
2. Explain **object permanence.** How is it evident in infancy? When does it develop?
3. Identify and describe **stages five and six** of Piaget's theory of **sensorimotor intelligence.**
4. Describe some major **advances in the scientific investigation of infant cognition.**
5. Briefly discuss research findings on **infant memory.**
6. Describe **language development during infancy,** and identify its major hallmarks.
7. Identify the main features of **child-directed speech.** Explain its importance.
8. **Contrast the three main theories of language learning.** Explain most current views on language learning (a hybrid theory).
9. Having read this chapter, what information will be most useful to you? How will you apply it on a personal or professional level?

- ◆ ***You will not turn in this study guide but it will be essential for your observation assignment.***
- ◆ ***It will also help you be successful during the upcoming test of chapters 5, 6 & 7.***

*"Few interactions with children are as much fun as learning to speak their language. As they learn to speak ours, heaping tablespoons of words into their minds is one of the healthiest things parents can do for their brains. Speak to your children as often as you can. It is one of the most well-established findings in all of the developmental literature." John Medina, Brain Rules for Baby, p. 128; and <http://brainrules.net/brain-rules-for-baby>*

## ANTHR 1 Homework #3

### Due:

Directions: Read Moore "The Puzzling Origins of AIDS" carefully, taking notes and underlining and annotating the text. Fill out, using a word processing program (e.g., Microsoft Word), the "Argument Analysis Worksheet" posted on Blackboard in the Homework folder. The worksheet requires you to identify and discuss significant components of the article.

In order to meet the requirements of the assignment, you must fill out the worksheet completely, writing in complete sentences, and correctly and effectively identifying the key components. In class on the due date, you will work in small groups discussing the articles, comparing your worksheets, and we will discuss the article as a class.

### Suggestions for Annotating:

In order to effectively interact with the text while you read, I suggest using a systematic annotation system to help you identify the key components of the articles. It is also a good idea to read each article more than once. Here are some suggestions for how you might annotate the text:

1. [Place brackets around the question and a "Q" in the margin near it.]
2. Double underline the argument.
3. Underline the counterargument. (this article does not contain an explicit counterargument)
4. Place numbers in the margins next to each significant piece of evidence and add a key word or phrase summarizing it.
5. Circle vocabulary words you do not know and look them up in the dictionary.

This is just one way to annotate texts. You will need to figure out an effective way for you to annotate texts as you read but it is essential that you not approach reading for this course passively.

### Homework Grading Rubric

- 50-45 points = Worksheet filled out completely and correctly. Correctly identified each of the components and filled out worksheet in complete sentences, using your own words to summarize ideas, and making reference to specific information from the article. Active participant in in-class discussions and small group work.
- 44-40 points = Worksheet filled out completely but some significant errors in analysis (incorrect question, argument, lack of discussion of evidence) or too much reliance on direct quotes. Active participant in in-class discussions and small group work.
- 39-35 points = Worksheet not filled out completely, not in complete sentences, and significant errors in analysis. Participant in class.
- 34-30 points = Clear lack of effort evident (incomplete sentences, no discussion of evidence, no specific reference to the text).
- ≤ 29 points = Woefully inadequate work.

## Argument Analysis Worksheet (Moore)

Fill out the following worksheet for the article assigned for Homework #3, in a word processing program, and turn it in on the due date. You can add or subtract space/sections as needed.

**Author (s):**

**Title:**

**Topic:**

**Question/Problem:**

**Thesis** (this is referring to the overall argument Moore is making in the article, not one of the numbered theories he presents):

**Evidence:**

To support his argument, Moore presents 4 competing theories for explaining the origin of HIV/AIDS. List each of the theories below and summarize the key points:

**Theory 1:**

Key Points:

**Theory 2:**

Key Points:

**Theory 3:**

Key Points:

**Theory 4:**

Key Points:

**Putting It Together:**

In the last section, "Battling Theories", Moore summarizes the important conclusions he thinks should be drawn from understanding the origins of HIV/AIDS (this is where he really gets at his argument). Summarize his comments and conclusions in your own words.

**What are the main themes from the course that this article illustrates?**

**What was most interesting or compelling about this article to you? (3-5 sentences)**

## Case Study #1: Mill & the Death of Cecil the Lion

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Read the section on J.S. Mill in our text and the attached article from *National Geographic*, and then answer the following questions. **The completed assignment should be two pages long, (approximately 1400 words) using 12 pt. fonts and single spacing with one inch margins. Please follow the assigned format** as exemplified at the end of this document. Each answer should be separated, numbered and proportionate to the number of points possible. This study is worth a total of 60 points.

**Your completed assignment is due on the 16<sup>th</sup> of March.**

***Keep scrolling down after the background for further instructions, general suggestions, grading rubrics, and a sample completed assignment!***

1. The tone in the first attached article by Brian Clark Howard is clearly critical of the illegal killing of Cecil the lion in Zimbabwe; however reasons supporting that country's policy regarding legalized trophy hunting are offered. **Extract and paraphrase** this argument regarding the justification for Zimbabwe's legalization of trophy hunting. (5 points)
2. **Asking the right questions:** What facts would you need to know about this case to make a reasonably informed judgment? In this section, note that you should be raising questions such as the specific policies and effectiveness of Zimbabwe's conservation efforts, the revenue generated by legal trophy, the Zimbabwe economy etc., but **not** questions about Mill. **Provide as a bulleted list and pose in question form.** For this assignment, you do not have to do all the research but you need to raise the kind of questions that would drive such a project. These should be research questions and as such should be concrete and answerable. No bias or prejudice should be evident and the questions should be non-normative (no "ought" or "should" questions). Think about *facts* that, if known might help determine how one should or could respond to the case. (15 points)
3. **Mill's Position:** Pending the acquisition of all of this information, how do you think Mill would respond to this case; should Zimbabwe ban all big game trophy hunting? Be sure to provide citations from Mill (**primary source = Mill's writings and does not include secondary commentary from Rosenstand or from me**) to support your answer. In citing the quote, all you need do is indicate the page from the text (see example). Note that this question carries the highest weight in points. (25 points)
4. **Critical Objection:** Identify one key problem with Mill's version of Utilitarianism as it applies to this particular case. (10 points)
5. **Conclusion:** Where do you personally stand on this question of legalized big game trophy hunting in Zimbabwe and other nations (including the United States)? Defend your answer without resorting to a repetition of points made in previous sections. (5 points)