**Unit 4 Project: Build A Better Dating Profile**

As a new app in the dating world, we are trying to set ourselves apart by having the most honest and revealing profiles. It’s important that we root our profile sections in sound psychological research and science. We are looking to describe our clients in terms of categories like motivation, personality, emotional state, and emotional intelligence. In addition, we’d like to find ways to tap into our clients’ unconscious minds to reveal somethings that a normal survey might not. In this project we will be developing surveys and tests that will help our clients not only share themselves with potential partners but also find out more about potential partners out there. You will be asked to create and describe a prototype while also including rationale statements featuring key research and terminology.

Parts of the profile:

1. **Motivation and Emotion**

How can we uncover one’s motivations in life?

Names and concepts to consider: primary/secondary drives, drive reduction, arousal theory, Yerkes-Dodson law, opponent process, incentive theory, Maslow’s hierarchy of needs, sexual orientation, achievement motivation, extrinsic/intrinsic motivation, management theory, conflict and conflict resolution, expressions of emotions, stress, control, emotional intelligence

1. **Personality**

How can we uncover one’s personality?

Names and concepts to consider: Type A/Type B, Trait Theory, big five traits, Hans Eyesenck, factor analysis, Gordon Allport, heritability, theories on personality, self efficacy, self esteem, personal-construct theory, locus of control, self concept, free will, projective tests, self-report inventory, Freudian theory, ide, ego, superego, defense mechanismsWhat is my self-esteem and self-efficacy like? Do I exhibit more individualistic or collectivist behaviors?

**UNIT FIVE PROJECT: BETTER DATING PROFILE**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

|  |
| --- |
| **BE PRECISE** |
| **Accurately represents ideas with content specific vocabulary** |  | Student accurately represents large conceptual vocabulary linked to new concepts in verbal or written communication. *\_\_ accurately uses/describes large concepts* | Student accurately represents both large conceptual vocabulary and nuanced subtopic vocabulary linked to new concepts. Often accurately returns to prior concepts and vocabulary in order to layer meaning in written and verbal communication.*\_\_ incorporates subtopic vocabulary and key words when applicable* |
| **CREATE** |
| **Creates a product or expresses an idea using the features of a given genre**  |  | Student utilizes the features of a specific genre to create a product*\_\_ creates profile prompts fitting of the genre of research* | Student manipulates the features of a specific genre to create a product of original expression*\_\_ uses specific mock up or sample page to show a possible finished product* |