FAMR 230 – Human Development  
CRN 62310 – 3 Credits  
Tuesdays/Thursdays, 1:30-2:55 pm  
Palanakila, 227

INSTRUCTOR: Dr. Bobbi Carlson  
OFFICE: Na’auao, 125  
OFFICE HOURS: Tuesday, 11:30am -1:30 pm and 4:30-5:30pm  
TELEPHONE: 484-5995 or 236-9225 (will change to 9232)  
E-MAIL: drbobbi@hawaii.rr.com or bobbic@hawaii.edu  
EFFECTIVE DATE: Fall, 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course provides students with theories of biological, cognitive, and psycho-social developments from infancy to adulthood and with similarities and differences among individuals and their cultures.

Activities Required at Scheduled Times Other Than Class Times

Part of your work in this course will be to study either a young adult, a middle-aged person, or an elderly person closely and compare the results of your study to the textbook. This will be accomplished within a group and the results will be presented to the class.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Recognize the study of psychology as a science

2. Discuss the biological and environmental basis of human behavior.

3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of developmental psychology.

4. Utilize the various developmental models and concepts in explaining human behaviors.
## COURSE CONTENT

### Concepts or Topics
- Describe the developing person at different periods in the life span
- Know the causes of developmental change and the reasons for possible disturbances in the process
- Know the different theoretical perspectives

### Skills or Competencies
- 1. Know the factors influencing the psychobiological, cognitive, and psychosocial aspects of the growing child.
- 2. Examine the sources of change and why some children change and others do not.
- 3. Be able to apply different theories and approaches to developmental change.

## COURSE TASKS

There will be two mid-term exams, each worth 100 points.
There will be a class/group project, based on a case study, worth 150 points.
There will be an in-depth project, based on your own childhood, worth 150 points.
There will be extra points awarded for attendance, exceptional participation, and essays assigned in class based on Dr. Carlson’s discretion.

## ASSESSMENT TASKS AND GRADING

Total points available are 500. 450 points = A; 400 = B, 350 = C, 300 = D, below 300 = F.

## LEARNING RESOURCES

The required textbook is

THE DEVELOPING PERSON THROUGH THE LIFESPAN
By KATHLEEN STASSEN BERGER
WORTH PUBLISHERS, 2008

## Additional Information

1. Students are expected to attend each class. Names will be called each class period. Excessive unexcused absences (more than three) may result in the reduction of one full grade.
2. Students are expected to keep up with the readings and are expected to participate actively in class.
DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

PLEASE NOTE: While we live in the age of technology, there is a time and a place for such activities. The classroom is NOT the place for mobile phones. They are disruptive to both me and to your fellow classmates; therefore, please place your phones on silence, vibrate, or simply just shut them off. If you are expecting an urgent call, when the phone vibrates, please quietly excuse yourself from class to take your call. Any phones that ring during this classroom time will become my property until the end of the semester (this includes sim cards)!

While texting has become one of the easiest and fastest ways to keep in contact with others, it has been also used to communicate answers and information that is not permitted. Therefore, mobile phones will NOT be permitted on your desks. Please place them in your pocket or your backpack. Any phones that are used during this classroom time ....

Lastly, I uphold the University of Hawaii’s non-discrimination policy in my classes. Any discriminatory acts or language on the basis of race, religion, age, sex, ancestry, national origin, disabilities, or sexual orientation will NOT be tolerated.

SCHEDULE OF TOPICS AND EXAMS

September 8-10  Chapter 1 – Introduction (p. 13 is very important)
September 15  Chapter 2 – Grand Theories, pp. 33-46
September 17  Chapter 3 – Heredity and Environment, pp. 61-74, 79-88
September 22-24  Chapter 4 – Prenatal Development and Birth
September 29  EXAM #1
October 1-6  Chapter 5 – The First Two Years – Biosocial Development
October 8  Chapter 6 – The First Two Years – Cognitive Development
October 13  Chapter 7 – The First Two Years – Psychosocial Development
October 15-20  Chapter 8 – The Play Years – Biosocial Development
October 22-27  Chapter 9 – The Play Years – Cognitive Development
Oct 29 – Nov. 3  Chapter 10 – The Play Years – Psychosocial Development
November 5  EXAM #2
November 10-12  Chapter 11 – The School Years – Biosocial Development
November 17-19  Chapter 12 – The School Years – Cognitive Development
November 24-Dec 1  Chapter 13 – The School Years – Psychosocial Development
November 26  THANKSGIVING – NO SCHOOL
December 3  Chapter 14 – Adolescence – Biosocial Development
December 8  Chapter 15 – Adolescence – Cognitive Development
December 10  Chapter 16 – Adolescence – Psychosocial Development
December 17  FINAL EXAM TIME: 1:30-3:20 pm
Class Presentations
IN-DEPTH PROJECT DUE