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 examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to interests, abilities, and critical issues at successive developmental stages.

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

PREREQUISITES: None
RECOMMENDED PREPARATION: Completion of PSY100: Survey of Psychology.
Read and write at the college level, possess basic computer literacy, and have a basic understanding of percentages and probability.

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 psychology models and concepts in explaining human behaviors.

COURSE CONTENT

Concepts or Topics
- Scientific Method
- Developmental Psychology
- Development Domains
- Developmental Stages
- Major Theories & Thoughts

Skills or Competencies
1. Understand the Scientific Method
2. Discuss human behavior and development
3. Use current models to describe human behavior
4. Integrate major theories and thoughts to understand and discuss human behavior and development
COURSE TASKS

A. EXAMS (40%, 400 points of total grade):
Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

<table>
<thead>
<tr>
<th>EXAM</th>
<th>DATES</th>
<th>MATERIAL</th>
<th>%/POINTS possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>Wednesday, June 9</td>
<td>Chapters 1-13</td>
<td>20%/200pts</td>
</tr>
<tr>
<td>Final</td>
<td>Thursday, June 24</td>
<td>Chapters 14-Ep</td>
<td>20%/200pts</td>
</tr>
</tbody>
</table>

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed ONLY in the event of a genuine family or medical EMERGENCY with appropriate documentation. In the event of an emergency, the instructor must be notified IN ADVANCE of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

B. PARTICIPATION / ATTENDANCE : (10%, 100 points of total grade):
Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to plan ahead to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute to the interactive learning that is an important part of every class. To receive credit for participation, each student will need to participate.

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):
Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are NO MAKE-UPS for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

D. “My Life Span Development” PORTFOLIO PROJECT (20%, 200 pts of total grade):
This project should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of developmental theory through meaningful and personal experience, while completing a college level literary project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. See rubric for additional instructions on project requirements. Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.
E. CHAPTER PRESENTATION PROJECT (20%, 200 pts of total grade):
The class will be separated into chapter teams to present a specific chapter from the text on
specific days. Team and chapter selection method will be discussed in the second class
discussion. The chapter presentation must be at least 45 minutes in length, be accompanied by
handouts of presented chapter material, and be completely presented through active participation
of entire class. Additional instructions will be provided in class. Grade is based on Instructor
Rubric + avg. of Audience Rubric + Teammate/Partner Rubric.

Instructor Grading Rubrics for Presentation is as follows:

<table>
<thead>
<tr>
<th>Presentation Component:</th>
<th>Description:</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-60 Minutes</td>
<td>Total team presentation was at least 45 minutes and not more than 60 minutes allowing time for instructor input</td>
<td>20</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>Material was presented in a fully interactive format (activity, game, small groupwork, discussion, etc.)</td>
<td>30</td>
</tr>
<tr>
<td>Understanding of Chapter Material</td>
<td>Demonstrates understanding of relevant chapter material and presented clearly, succinctly, and efficiently</td>
<td>30</td>
</tr>
<tr>
<td>Resources</td>
<td>Hard copy handouts and resources of presented chapter material was provided (copy of presentation, outline with general chapter details, worksheets, etc.)</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS: 100

Audience Grading Rubric for Presentation is as follows:

<table>
<thead>
<tr>
<th>Presentation Component:</th>
<th>Description:</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-60 Minutes</td>
<td>Total team presentation was at least 45 minutes and not more than 60 minutes allowing time for instructor input</td>
<td>5</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>Material was presented in a fully interactive format (activity, game, small groupwork, discussion, etc.)</td>
<td>20</td>
</tr>
<tr>
<td>Understanding of Chapter Material</td>
<td>Demonstrates understanding of relevant chapter material and presented clearly, succinctly, and efficiently</td>
<td>20</td>
</tr>
<tr>
<td>Resources</td>
<td>Hard copy handouts and resources of presented chapter material was provided (copy of presentation, outline with general chapter details, worksheets, etc.)</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS: 50

Teammate/Partner Grading Rubric for Presentation is as follows:

<table>
<thead>
<tr>
<th>Presentation Component:</th>
<th>Description:</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.</td>
<td>10</td>
</tr>
<tr>
<td>Equality of overall preparation</td>
<td>Partner contributed equal contribution of work in the preparation of presentation concepts, research, and materials.</td>
<td>20</td>
</tr>
<tr>
<td>Equality of overall presentation</td>
<td>Partner contributed equal contribution of the actual presentation and in-class activity.</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS: 50
ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Pts</th>
<th>Grade Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>400 pts</td>
<td>900 - 1000 points = A</td>
</tr>
<tr>
<td>Participation</td>
<td>100 pts</td>
<td>800-899 points = B</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 pts</td>
<td>700-799 point = C</td>
</tr>
<tr>
<td>Portfolio</td>
<td>200 pts</td>
<td>600 - 699 points = D</td>
</tr>
<tr>
<td>Presentation</td>
<td>200 pts</td>
<td>&lt;600 points = F or N</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING RESOURCES

Required Text:
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.
A copy is on reserve at the WCC library desk, for immediate use, but is not allowed to be checked out of the library.

Recommended Reading Resources:


Campus Resources:
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities (see attached flyer).

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

TTC: The Testing Center for assistance in an alternative testing site.

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website:
http://library.wcc.hawaii.edu
MODE OF INSTRUCTION*

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

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 `Ākoakoa 213 for more information. Please see attached flyer for additional information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.

DETACH AND SUBMIT TO INSTRUCTOR ON PRESENTATION DAY

Teammate Grading Rubric for: Teammate: ______________________ Ch(s): _____

Graded by: (your name): ______________________________ Date:_______

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>Description:</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation. NOTES:____________________________.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Equality of overall preparation</td>
<td>Partner contributed equal contribution of work in the preparation of presentation concepts, research, and materials. NOTES:____________________________.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Equality of overall presentation</td>
<td>Partner contributed equal contribution of the actual presentation and in-class activity. NOTES:____________________________.</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS: 50
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>M</td>
<td>Introduction</td>
</tr>
</tbody>
</table>
| 25    | T                                                                  | Introduction to Development  
                Pick Chapters/ Teams | Chapter 1 |
| 26    | W                                                                  | Theories of Development | Chapter 2 |
| 27    | R                                                                  | Heredity and Environment  
                Prenatal Development and Birth | Chapter 3  
                Chapter 4 |
| 31    | M                                                                  | **Memorial Day**      |
| June  |                                                                      | **Holiday**          |
| 1     | T                                                                  | The First Two Years: Biosocial & Cognitive | Chapters 5 & 6 |
| 2     | W                                                                  | The First Two Years: Psychosocial | Chapter 7 |
| 3     | R                                                                  | The Play Years: Biosocial &  
                The School Years: Biosocial | Chapters 8 & 11 |
| 7     | M                                                                  | The Play Years: Cognitive &  
                The School Years: Cognitive | Chapter 9 & 12 |
| 8     | T                                                                  | The Play Years: Psychosocial &  
                The School Years: Psychosocial | Chapter 10 & 13 |
| 9     | W                                                                  | **MIDTERM EXAM**     |
| 10    | R                                                                  | Chapters 1-13        |
| 14    | M                                                                  | Adolescence: Biosocial & Cognitive | Chapters 14 & 15 |
| 15    | T                                                                  | Adolescence: Psychosocial | Chapter 16 |
| 16    | W                                                                  | Emerging Adulthood: Biosocial &  
                Adulthood: Biosocial | Chapters 17 & 20 |
| 17    | R                                                                  | Emerging Adulthood: Cognitive &  
                Adulthood Cognitive | Chapters 18 & 21 |
| 21    | M                                                                  | Emerging Adulthood: Psychosocial &  
                Adulthood: Psychosocial | Chapter 19 & 22 |
| 22    | T                                                                  | Late Adulthood: Biosocial &  
                Late Adulthood Cognitive | Chapters 23 & 24 |
| 23    | W                                                                  | Late Adulthood: Psychosocial  
                Death and Dying | Chapters 25 &  
                Epilogue |
| 24    | R                                                                  | **FINAL EXAM**       |
| 28    | Ind                                                                | Work on PORTFOLIO  
                Independently |
| 29    | Ind                                                                | Work on PORTFOLIO  
                Independently |
| 30    | Ind                                                                | Work on PORTFOLIO  
                Independently |
| July  | 1 Online                                                           | POST PROJECT ON LAULIMA | PROJECT DUE by 5pm |
| 31    | M                                                                  | **Memorial Day**      |
| 1     | T                                                                  | The First Two Years: Biosocial & Cognitive | Chapters 5 & 6 |
| 2     | W                                                                  | The First Two Years: Psychosocial | Chapter 7 |
| 3     | R                                                                  | The Play Years: Biosocial &  
                The School Years: Biosocial | Chapters 8 & 11 |
| 7     | M                                                                  | The Play Years: Cognitive &  
                The School Years: Cognitive | Chapter 9 & 12 |
| 8     | T                                                                  | The Play Years: Psychosocial &  
                The School Years: Psychosocial | Chapter 10 & 13 |
| 9     | W                                                                  | **MIDTERM EXAM**     |
| 10    | R                                                                  | Chapters 1-13        |
| 14    | M                                                                  | Adolescence: Biosocial & Cognitive | Chapters 14 & 15 |
| 15    | T                                                                  | Adolescence: Psychosocial | Chapter 16 |
| 16    | W                                                                  | Emerging Adulthood: Biosocial &  
                Adulthood: Biosocial | Chapters 17 & 20 |
| 17    | R                                                                  | Emerging Adulthood: Cognitive &  
                Adulthood Cognitive | Chapters 18 & 21 |
| 21    | M                                                                  | Emerging Adulthood: Psychosocial &  
                Adulthood: Psychosocial | Chapter 19 & 22 |
| 22    | T                                                                  | Late Adulthood: Biosocial &  
                Late Adulthood Cognitive | Chapters 23 & 24 |
| 23    | W                                                                  | Late Adulthood: Psychosocial  
                Death and Dying | Chapters 25 &  
                Epilogue |
| 24    | R                                                                  | **FINAL EXAM**       |
| 28    | Ind                                                                | Work on PORTFOLIO  
                Independently |
| 29    | Ind                                                                | Work on PORTFOLIO  
                Independently |
| 30    | Ind                                                                | Work on PORTFOLIO  
                Independently |

*For assignments marked with "Ind":

- **Ind Work on PORTFOLIO Independently**

*For online projects:

- **POST PROJECT ON LAULIMA**

  PROJECT DUE by 5pm
FAMR 230 “My Life Span Development” Portfolio Project

**SELF-GRADE & TURN THIS SHEET IN WITH YOUR PORTFOLIO PROJECT.**

Choose 10 different chapters total: Three from the Biosocial Domain Chapters (5, 8, 11, 14, 17, 20, 23), Three from the Cognitive Domain Chapters (6, 9, 12, 15, 18, 21, 24), and Three from the Psychosocial Domain Chapters (7, 10, 13, 16, 19, 22, 25), plus 1 additional chapter (1, 2, 3, 4, Epilogue, or any of the chs. 5-25 not yet used) that interests you (3+3+3+1=10 chapters).

For each chapter: (1) Find developmental phenomenon that feels familiar or brings back memories. (2) Then integrate how specific theories, points, and terms covered in that chapter apply to your own development. (3) Write a minimum of one full page, double spaced, with 1-inch margins, using 12 point Times New Roman font, making the narrative portion of the portfolio a minimum of ten full pages total. (4) Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents the experience or lifestyle. Incorporate all chapters and artifacts in chronological order in one document, including a cover page with your name on it, and a separate table of contents that includes chapters numbers, chapter title, and lists the artifact for that chapter.

**EXAMPLE** for one self-analysis discussion: Chapter 7: The First Two Years, Cognitive Development: You might choose familiar phenomena such as “Sensorimotor Stage of Cognitive Development,” and discuss stories told (since you don’t remember that young) about how you used to use your senses and motor skills to understand and learn about your world. For example, you put “everything” in your mouth, nose, or ears & was taken to the emergency room several times to remove some toy stuck up your nose or ears, and the one time you choked on a bottle cap and Aunty gave you the Heimlich maneuver. And you remember how much you loved to play peek-a-boo because you didn’t yet have object permanence, and this one time in the grocery store when your mom thought the person behind you in line was nuts because they were squatting down and up again like a monkey and she didn’t realize until she left the store that they were playing peek-a-boo with you…….. As an artifact you might provide a picture of you as a toddler, a toy car (that was stuck up your nose =), a journal article about Piaget’s stages of cognitive development, first aid card showing the Heimlich, pic of Aunty who did the Heimlich, etc.

You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and your own development.

**Scoring Rubric:** Using the below scales, give 4 points for each criteria completed. Incomplete criteria earn 0 points.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>4 Points for each completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding: Defined a point, theory, or term given in the chapter</td>
<td>D/ Ch</td>
</tr>
<tr>
<td>Application: Analyzes an experience in their development and applies it to the point, theory, or term given.</td>
<td>D/ Ch</td>
</tr>
<tr>
<td>Format: 1 full page, typed, double spaced, 1 inch margins, and 12 point Times New Roman font</td>
<td>D/ Ch</td>
</tr>
<tr>
<td>Artifact: Artifact relates to experience, point, theory, term given &amp; is more than a simple drawing or clipart.</td>
<td>D/ Ch</td>
</tr>
</tbody>
</table>

**Subtotal Each CH:** (16 points possible)

**Total Points Added (i.e. 16x10ch=160 points)**

Complete: 10 total chapters with 3 from each domain & 1 of choice domain (10 pts)

Professionalism: Table of Contents w/ Domain, Chapter, and Artifacts (10 pts)

Presentation: Secured in a folder, w/ a cover page including name, Neat (10 pts)

Follow Directions: Self-graded Rubric included in folder (10 pts)

**TOTAL PROJECT PTS:** (200 points possible)

*NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.*

**Self-grade your portfolio**

***Please put your name on the cover of your project and include this rubric in your project folder.***

NAME:                                                                 Course Day/ Time: