FAMR 230 – Family Resources/Human Development
CRN 61213 – 3 Credits
Tuesdays/Thursdays
Alaka‘i, 102; 2:30 – 3:45 pm

INSTRUCTOR: Dr. Bobbi Carlson
OFFICE: Na’auao, 111
OFFICE HOURS: Tuesday/Thursday, 10:00 – 11:30 am
TELEPHONE: 484-5995 to leave message
E-MAIL: drbobbi@hawaii.rr.com or bobbic@hawaii.edu
EFFECTIVE DATE: Fall, 2012

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 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 a total of 500 points offered.

1 - There are 16 chapters that we will cover in class; therefore, there will be 16 on-line quizzes (one for each chapter) that will be taken through Psych Portal. Quizzes will be worth 25 points each. Questions are random and there is a good chance that you will not see the same question twice. You may take the quiz as many times as you want; the computer will automatically save the highest score you earn. The quizzes are timed and the computer will automatically cut off when the time is up. The computer will give you a warning when your time is almost up. Total points = 400.

2 - There will be a class/group project, based on a case study, worth 100 points.

3 - There will be some extra points awarded for attendance, exceptional participation, and essays assigned in class based on Dr. Carlson’s discretion (up to 50 points total).

Because your progress will be monitored throughout the semester, THERE IS NO FINAL EXAM!

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, 8th edition, 2011

Additional Information

Students are expected to attend each class. Therefore, excessive unexcused absences (more than three) may result in the reduction of one full grade. In order to actively participate in the class...
discussion, 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.

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 in your backpack or purse.

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**
*Please note that this schedule is flexible and subject to change. This allows for the use of additional videos and more time on topics in which the class is interested. It is the student’s responsibility to be aware of any changes that are made.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>August 21-23</td>
<td>Chapter 1 – Introduction</td>
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<tr>
<td>August 28-30</td>
<td>Chapter 2 – Theories of Development</td>
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<td>September 4-6</td>
<td>Chapter 3 – Heredity and Environment</td>
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<td>September 11-13</td>
<td>Chapter 4 – Prenatal Development and Birth</td>
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<td>September 18</td>
<td>Chapter 5 – The First Two Years – Biosocial Development</td>
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<td>September 20</td>
<td>Chapter 6 – The First Two Years – Cognitive Development</td>
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<td>September 25</td>
<td>Chapter 7 – The First Two Years – Psychosocial Development</td>
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<td>September 27</td>
<td>Chapter 8 – The Play Years – Biosocial Development</td>
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<td>October 2-4</td>
<td>Chapter 9 – The Play Years – Cognitive Development</td>
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<td>October 9-11</td>
<td>Chapter 10 – The Play Years – Psychosocial Development</td>
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<td>October 16-18</td>
<td>Chapter 11 – The School Years – Biosocial Development</td>
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<tr>
<td>October 23-25</td>
<td>Chapter 12 – The School Years – Cognitive Development</td>
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<tr>
<td>October 30</td>
<td>Chapter 13 – The School Years – Psychosocial Development</td>
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<tr>
<td>November 1</td>
<td>Chapter 14 – Adolescence – Biosocial Development</td>
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<td>November 6</td>
<td>NO SCHOOL – ELECTION DAY</td>
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<td>November 8</td>
<td>Chapter 15 – Adolescence – Cognitive Development</td>
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<td>November 13</td>
<td>Chapter 16 – Adolescence – Psychosocial Development</td>
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<td>Nov 15 - Dec 9</td>
<td>Class Presentations Begin (6 groups, one group/day)</td>
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