Instructor: Margaret Coberly, PhD
Office: Na‘auo 127 at the Windward Community College campus
Telephone: 808 236-9227
Office Hours: By email: I answer emails within 24 hours mcoberly@hawaii.edu

I will communicate with you via your UH Mail. Thus, you’ll need to check that account on a regular basis. If there is another email account you most often use (such as Gmail or Hotmail), you can forward your UH Mail. Click here for instructions on how to forward your UH Mail to your other email account.

Windward Community College Mission Statement

Windward Community offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaii and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide Oahu’s Koolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

Catalog Description

Psychology 240 Developmental Psychology

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. (3 credits)

Prerequisite: PSY 100 or consent of instructor. WCC: DS

Student Learning Outcomes (SLOs)

At the successful completion of this course, the student will be able to:

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 Tasks and Assessment

How students earn 1000 points toward their grade in psychology 240:

| LearnSmart | 340 points | A = 100% - 90.0% (900-100) |
| Quizzes | 340 points | B = 89.9% - 80.0% (800-89) |
| Essay and Discussion | 200 points | C = 79.9% - 70.0% (700-79) |
| Cumulative Exam | 120 points | D = 69.9% - 60.0% (600-699) |
| | | F = 59.9% - 0% (599 or less) |

LearnSmart (340 points) is the name for the learning modules that you will be doing online, through the “Connect Psychology” site at McGraw-Hill Publishers. There are 17 modules, one for each chapter, and each module is worth 20 points. The modules are designed with learning items that mirror concepts being studied in the textbook. LearnSmart will chart your progress, suggest further study areas for you individually by identifying your weak areas (those concepts that you tend to miss throughout the module) thus allowing you and the Instructor to evaluate how well you are reaching the Student Learning Outcomes (SLOs) for this course. The SLOs are listed on page 1 of this syllabus. An Access Code is required in order to link to LearnSmart.

☐ Once you have registered at Windward Community College to take this course, it will appear on your drop-down list of courses when you log in to your Laulima account. There is a link to Laulima on the orange menu bar across the top of the WCC homepage.

☐ Click Psy 240 in the list of your courses and “Welcome” will open. The “Welcome” page contains all the information you need to register at McGraw-Hill “Connect Psychology” and to obtain an Access Code if you did not buy one with the textbook.
**Quizzes (340 points)** A quiz consists of 15 questions randomly generated from a test bank that contains approximately 100 questions per chapter. You can generate a new 15 question quiz for a chapter as many times as you want, and your highest achieved quiz score will be recorded in the grade book on the due date. Altogether there are 17 quizzes, one for each chapter. Each quiz is worth 20 points.

- Log in to **Laulima**
- From your list of classes click Psy 240 and the “Welcome” page will open
- On the “Welcome” page there are two menu bars:
  1. Across the top “Welcome” “Syllabus” “Instructor’s Notes” “Essay and Discussion”
  2. Along the left that includes “Tasks, Tests, and Surveys”
- Click “Tasks, Tests, and Surveys” on left menu bar to access quizzes

**Essay and Discussion (200 points)** each student will write an essay that:

1. Integrates some basic perspectives, concepts, principles, and general information in developmental psychology (SLO 3).
2. Explains some of the various behaviors people exhibit when they talk about or experience someone’s death (SLO 4).
3. Follows the criteria indicated in the “Essay Rubric” (Click on “Essay and Discussion” top menu bar)
4. Uses among other cited resources examples from *Sacred Passage* the second required reading.
5. The essay must:
   - follow **APA style**
   - be at least 750-1000 words in length (approximately 3 double spaced pages)
   - be posted properly on the Discussion Board
   - You can earn up to 150 points for your essay
6. The two discussion responses must
   - follow the “Discussion Response Criteria” (Click on “Essay and Discussion” top menu bar)
   - Be posted properly on the Discussion Board
   - You can earn up to 25 points for each of two responses

**Essay and Response check list:**

* Compose your essay in Word following **APA style**
* Use the “Essay Rubric” to guide your organization and content
* Post you essay on the Discussion Board in the right place
* Use the “Discussion Response Criteria” for your two posted responses

**Cumulative Test (120 points)** at the end of the semester you must go to a testing center near you to take the test. You can go to any of the testing centers in the UH system, or you can go to any testing center at any college, as long as you let me know where to send the instructions to the testing center you have chosen. The test is made from the same test bank that you have been working with all semester and therefore you should be familiar with most of the questions. The cumulative test has 120 questions and you have 120 minutes to complete it. If you have special needs that make it especially difficult for you to go to a testing center, other arrangements can be made for you.

**Learning Resources and Materials**


**WCC Online Learning Resources and links**

The **Laulima** experts suggest that **Firefox** be used as the internet browser; it seems to work best. Because this is an online course, students must have regular, reliable access to a computer with a strong internet connection. If you foresee that you will not have this, you will not be able to take this course. **Computer/internet problems are not acceptable reasons for missing or late assignments; submit your work early, just in case.**
# Essay Rubric for Psy 240

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The essay is 750-1000 words in length.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>The essay follows <a href="http://apastyle.org">APA style</a></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>The essay summarizes an issue related to death and dying presented in <em>Sacred Passage</em>, and integrates it with some of the basic perspectives in developmental psychology</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The essay indicates which developmental psychology theories apply to the situation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The essay explains, using developmental psychology concepts, some of the various behaviors people exhibit when they talk about or experience someone’s death.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>The essay clearly explains the student’s own personal reactions to some of the content related to this assignment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>The essay is thoughtfully written and fulfills its aim of identifying an issue(s) related to death and dying as part of developmental psychology, and the student’s observations, and suggestions for solutions to that issue(s)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>The essay contains at least 3 different citations from both <em>Sacred Passage</em> and/or other sources</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The essay has a structure that is clear, logical, and easy to follow.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Discussion Response Criteria  
(How your two responses to other students Essays will be evaluated)

<table>
<thead>
<tr>
<th>Criteria ↓</th>
<th>15-20 points</th>
<th>10-14 points</th>
<th>5-9 points</th>
</tr>
</thead>
</table>
| **Critical Analysis & Thinking**  
(Understanding of Essay’s content) | Both response postings display an excellent understanding of the concepts in the Essay being reviewed. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points from the Essay. | Both response postings repeat and summarize basic, correct information but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. | Both response postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statement with concepts from the readings, outside resources, relevant research, or specific real-life application. |
| Weight for this criterion: 50% of total score | | | |
| **Communication** | Both response postings show respect and sensitivity for the viewpoint of others and facilitate effective communication between others | Both response postings show some disregard for the thoughts or feelings others although the ideas are communicated well. | Response postings on the discussion board show disrespect for the viewpoints of others and do not facilitate effective communication |
| Weight for this criterion: 25% of total score | | | |
| **Proof Reading** | Response postings are free of grammatical, spelling and punctuation errors. | Response postings are mostly free of grammatical, spelling or punctuation errors. | Response postings contain numerous grammatical, spelling or punctuation errors |
| this criterion: 25% of total score | | | |
ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM

Academic Dishonesty
Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and expulsion from the University.

Cheating
Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism
Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved….

WCC 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 me, and also 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. If you are on the WCC campus, you may stop by Hale ‘Akoakoa 213 for more information.