WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

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

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method</td>
<td>1. Understand the Scientific Method</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>2. Discuss human behavior and development</td>
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<tr>
<td>Development Domains</td>
<td>3. Use current models to describe human behavior</td>
</tr>
<tr>
<td>Developmental Stages</td>
<td>4. Integrate major theories and thoughts to understand and discuss human behavior and development</td>
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<tr>
<td>Major Theories &amp; Thoughts</td>
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</table>

COURSE TASKS
A. PARTICIPATION: (30%, 300 points of total grade):
POSTINGS (not including responses) COMPLETED BEFORE THE DUE DATE WILL RECEIVE THE FULL PARTICIPATION POINTS. NO POINTS ARE AWARDED FOR LATE POSTS.

Each student will be expected to participate each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. It is important to plan ahead to make certain you complete the work required outside of class so you are ready to share with the class at the time the topic is discussed.

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 to contribute to the interactive learning that is an important part of every course. To receive credit for participation, each student will need to participate, on time.

B. CHAPTER QUIZZES and SURVEYS (40%, 400 points of total grade):
Quizzes will be made available online at the start of the semester. Each week the students are expected to complete reading of the assigned chapter(s) and then complete the quiz(s) for the assigned chapter(s). Each individual chapter quiz will consist of 10 randomly chosen multiple choice and true/false questions. Students may take and retake chapter quizzes as many times as necessary to achieve a desired score; however, as questions are randomly chosen from a large database, the questions on each quiz retake will differ from the previous quiz questions for the same chapter.

Students may complete the reading and quizzes, in order, at a faster pace if they so desire; however, in the interest of proficient grading and to motivate students to ration work efficiently, quizzes and retakes must be completed BEFORE the stated deadline.

Each chapter quiz is worth a possible total of 20 points, x15 chapters, for a total possible 300 points. The Pre and Post surveys are worth 50 points each for a total of 100 points.

C. PORTFOLIO POSTING AND RESPONDING (30%, 300 points of total grade):
TO OBTAIN FULL POINTS EACH POST NEEDS TO BE 250 WORDS AND EACH RESPONSE 100 WORDS LONG.

This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this assignment. Points (40 points) will be given for completing the assignment in its entirety.

The Posting and Responses in this course will be used as your writing assignment for the course. Please take this into account when writing your posts. Be aware of grammar structure and writing styles.

The grading of each post and response is as follows (an example is provided in Laulima):

a. “My Life Span Development” POSTINGS
(5pts X 26chs = 76% 130 pts of total grade)
For EACH CHAPTER: Read the assigned chapter in full. Write a MINIMUM 250 (maximum 500) word post: Your post should demonstrate your understanding of any select term(s), theory(s), or concept(s) of your choice & apply it/them to real life by completing the following criteria:

1) Describe it technically, according to your text;
2) Describe it personally, from the perspective of an experience within your own growth/development;
3) Provide an artifact: A digital, but physical, representation of your experience (ie: a picture, a link to video, a website, a poem, etc.) that can be inserted into (preferred), or attached to, this posting;

b. Participation REPLIES to Classmates’ Posts
(5pts X 26chs = 26%, 130 pts of total grade):

For EACH CHAPTER: Read the chapter's posts from your classmates and provide constructive, intellectual, and insightful feedback to at least one of the original posts in a MINIMUM 100 (maximum 150) word reply.

For a sample posting and reply, see “Hints for creating an effective post tht fulfills all content criteria” in Forums on Laulima.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Pts</th>
<th>Grade Criterion</th>
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<tbody>
<tr>
<td>Posts</td>
<td>130 pts</td>
<td>900 - 1000 points = A</td>
</tr>
<tr>
<td>Replies</td>
<td>130 pts</td>
<td>800-899 points = B</td>
</tr>
<tr>
<td>Completed all Posts</td>
<td>40 pts</td>
<td>700- 799 point = C</td>
</tr>
<tr>
<td>Quizzes</td>
<td>400 pts</td>
<td>600 - 699 points = D</td>
</tr>
<tr>
<td>Participation</td>
<td>300 pts</td>
<td>&lt;600 points = F or N</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts</td>
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LEARNING RESOURCES

Required Text:
The required text may be purchased at the WCC Bookstore located in Hale ʿĀkoakoa Rm#160.

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

**Additional Information**

**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.

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.
For careers in counseling, social work, education, psychology and human development.

Psycho-Social Development
Academic Subject Certificate

If you like helping people, a career in human services may be for you—whether it’s social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

Required courses:
(24 credits)

- PSY 100 Survey of Psychology (3)
- Select one course from three options:
  - PSY 170 Psychology of Adjustment or
  - SOC 218 Introduction to Social Problems (3) or
  - SOC 231 Introduction to Juvenile Delinquency (3)
- PSY 224 Abnormal Psychology (3)
- PSY 240 Developmental Psychology (3)
- SOC 100 Survey of General Sociology (3)
- SOC 251 Introduction to Sociology of the Family (3)
- SSCI 193V Cooperative Arts and Science Education (3)
- SSCI 293V Cooperative Arts and Science Education (3)

Elective (3 credits)
Select one course from the list below:

- ANTH 200 Cultural Anthropology (3)
- BOT 105 Ethnobotany (3)
- ECON 120 Introduction to Economics (3)
- ICS 100 Computing Literacy and Applications (3)
- POLS 180 Introduction to Hawaiian Politics (3)
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<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
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<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
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Reading PART I
Due: Introduction & Pre-Survey
6/2/13 @ 11:59pm

| 2       | 3      | 4       | 5         | 6        | 7      | 8        |

Reading PARTS II & III
Due: Posts and Quizzes for PART I (CHs 1-4)
6/9/13 @ 11:59

| 9       | 10     | 11      | 12        | 13       | 14     | 15       |

Reading PARTS CH IV & V
Due: Posts and Quizzes for PARTS II & III (CHs 5-10)
6/16/13 @ 11:59

| 16      | 17     | 18      | 19        | 20       | 21     | 22       |

Reading PARTS VI & VII
Due: Posts and Quizzes for PARTS IV & V (CHs 11-16)
6/23/13 @ 11:59

| 23      | 24     | 25      | 26        | 27       | 28     | 29       |

Reading PART VIII & EPILOGUE
Due: Posts and Quizzes for PARTS VI & VII (CHs 17-22)
6/30/13 @ 11:59

| 30      | 1      | 2       | 3         | 4        | 5      | 6        |

Due: Posts and Quizzes for PART VIII & EPILOGUE (CH 23 – EPILOGUE)
7/7/13 @ 11:59

* THIS IS A SUMMER COURSE -- 16 WEEKS OF INSTRUCTION HAVE BEEN SHRUNK TO 6; THEREFORE, THIS IS AN INTENSIVE COURSE AND REQUIRES EXTREME DEDICATION TO YOUR STUDIES TO PASS.

** ASSIGNMENTS MUST BE **COMPLETED BY THE DUE DATE/TIME**!

*** LATE SUBMISSIONS WILL **NOT** BE ACCEPTED.***