PSY 240: Developmental Psychology
3 credits
WWW
Laulima specific course
Summer 2014 06/09-08/01

INSTRUCTOR: Barbara A. Briscoe, MA
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EFFECTIVE DATE: 06/09-08/01

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 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.

STUDENT LEARNING OUTCOMES/COURSE CONTENT

The student learning outcomes for the course are:

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
- Identify the aging process through the perspectives of each domain: Biological, Cognitive and Social

Course Requirements
a. Reading assigned texts
b. Controversial topics related to developmental psychology for the use of debates (Discussion Board)
c. Autobiography writing assignment

Assignment Points
- Discussion Debates (8 topics @ 20 points per each-initial debate and peer response=160)
- Autobiography Papers (3 at 100pts each=300pts)
- Look and Listen text assignments (3@30pts each=90)

550 Points Available

**LEARNING RESOURCES**

**Readings (Required):**

- Exploring Lifespan Development, 3/E
  Laura E. Berk
  ©2014 • Pearson • Paper, 696 pp

**CODE OF CONDUCT COURSE POLICIES**

Academic dishonesty: Academic dishonesty including cheating and plagiarism will not be condoned in the University of Hawaii System. Students should be aware of the University of Hawaii Student Conduct Code to further understand policies and consequences to dishonest academic behaviors. Evidence of any forms of academic dishonesty will result in an “F” in this course and recommendation of disciplinary action.

**Course Policies**

a. All assignments and quizzes must be completed on time. There will be no make-up quizzes or assignments (unless you have a doctor’s medical excuse or receive instructor permission prior to exam or assignment due date.)

b. Academic dishonesty: Academic dishonesty including cheating and plagiarism will not be condoned in the University of Hawaii System. Students should be aware of the University of Hawaii Student Conduct Code to further understand policies and consequences to dishonest academic behaviors. Evidence of any forms of academic dishonesty will result in an “F” in this course and recommendation of disciplinary action.

c. **Email:** Please email only through Laulima for this course. Do not use your hawaii.edu account for this course. Other email providers (e.g., Yahoo, AOL) may be blocked by spam filters resulting in lost messages. Again, it is very important that you only use the Laulima Email function for this course. This tool is available on the left side of your home screen on our course site.

**Assignment Descriptions**

**SCHEDULE**

1. **The Debate Discussion Assignment** involves bringing together the arguments of leading social, political and behavioral scientists, educators and contemporary commentators. Each debate or issue assigned addresses the pros and cons of current controversies within the field of human development. During this course, we will have 8 issue discussions with two posts per discussion. You must first leave a post in the discussion board under the assigned topic area before the final due date and time. This first post is a summary of the argument side that you align with (you are required to find a minimum of one outside source to support your opinion on the topic. You will write a minimum of 3 paragraphs summarizing argument for the side you chose. Then in your second post, you will respond to a peers post. This second post must also be 3 paragraphs at a minimum. You must use the “quote feature” to show the instructor the post you are responding to in your second post. This second response might be an argument against the peer response or
more evidence of support for your peer’s response if you agree with the argument. The idea is to make the discussion board on these developmental topics much like a traditional classroom discussion. So, you may use text support, outside resources and personal experience in your discussions. Please use proper grammar, punctuation and appropriate language. Be careful in judging the opinions of others. The goal is to think critically about sensitive topics and to use knowledge from your course study to guide your thoughts. We are not out to win an argument, but to express our views based on evidence. Both posts are due by a date listed in both the syllabus and on the discussion board. **NO LATE POSTS. YOU MUST LEAVE TWO POSTS IN THE FORMAT DESCRIBED ABOVE TO RECEIVE CREDIT.**

2. **Autobiography Assignment/Text Analysis:** Description of assignment is included as the final page of course syllabus. This very unique 3-piece assignment is the form of learning task that is likely to aid in long term storage of material from the course, because it is personal in nature.

3. **Look and Listen Assignments:** This is a feature included in the latest of the required text that asks students to observe what real children, adolescents, and adults say and do. These assignments will require students to apply the text to real-life situations. This is an opportunity to take time to look at your own life and others from the perspective of a developmental psychologist.

Please see Course Calendar at end of syllabus for paper due dates.

“Net”iquette: All students are expected to follow the UH system Code of Student Conduct. In particular, when using the discussion board, note the following: “UH regards disruptive behavior as speech or action which intentionally: 1. is disrespectful, offensive, and/or threatening, 2. interferes with the learning activities of other students, 3. impedes the delivery of college services, (or) 4 contains a negative impact in any learning environment…” in other words, please show respect for your fellow students and the instructor during the class and refrain from offensive language or offending statements. The instructor will act as a moderator in regards to judging inappropriate statements. Students offending will be warned and if engage in further disruptive problems may be blocked from access to the board and potentially removed from the class.

**IMPORTANT DUE DATE REMINDER:** In Laulima, all assignments, posts and exams are CLOSED at 12:59pm on the date listed on syllabus. This is an afternoon closing time. Literally, 1 minute before 1pm. So, do not make the mistake of thinking you have until the close on each due date. 12:59am would be the very early morning of that date. You may turn in anything as soon as the assignment is unlocked. Students who wait until the closing hour and dates do not tend to score as highly as students who complete assignments before final due dates. Do not ask to turn in late work. This is **not** an option.

**UH Policy on Email Communication:**
The electronic communications policy adopted in December 2005 established the University of Hawai‘i Internet service as an official medium for communication among students, faculty, and staff. Every member of the system has a hawaii.edu address, and the associated username and password provide access to essential Web announcements and email. You are hereby informed of the need to regularly log in to UH email and Web services for announcements and personal mail. Failing to do so will mean missing critical information from academic and program advisor, instructors, registration and business office staff, classmates, student organizations, and others.
Syllabus Disclaimer: This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change as class needs change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Reading Assignment</th>
<th>Exams/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course&lt;br&gt;Theory/Research&lt;br&gt;Birth and the newborn Baby</td>
<td>Ch. 1 and 3</td>
<td>Complete course introductions and read assigned chapters.&lt;br&gt;Discussion Debate 1 is Due: FRI 6/11 Topic: Is drinking alcohol a high risk for fetal development?</td>
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<td>2</td>
<td>Infancy and Toddlerhood&lt;br&gt;Focus on cognitive and emotional social development</td>
<td>Ch. 5 and 6</td>
<td>Discussion Debate 2 is Due FRI 6/20: Topic: Are there good reasons to allow infants and toddlers to consume electronic media, such as television?</td>
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<td>4</td>
<td>Cognitive Development in Adolescence&lt;br&gt;Emotional and Social Development in Adolescence</td>
<td>Ch. 9 and 10</td>
<td>Discussion Debate 4 Due: THUR 7/3 Topic: Do religion and prayer benefit adolescence during this life stage?&lt;br&gt;1st LOOK and LISTEN DUE 6/30</td>
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<td>5</td>
<td>Cognitive Development in Early Adulthood&lt;br&gt;Emotional and Social Development in Early Adulthood</td>
<td>Ch. 13 and 14</td>
<td>Discussion Debate 5 Due: FRI 7/11 Topic: 2nd Autobiography documents due on WED: 7/9</td>
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<td>6</td>
<td>Cognitive Development in Middle Adulthood&lt;br&gt;Emotional and Social Development in Middle Adulthood&lt;br&gt;The physical development information in chapter 15 is helpful for debate topic/other chapters will also bring up obesity and may be used</td>
<td>Ch. 15 and 16</td>
<td>Discussion Debate 6 Due: 7/18 Topic: Does obesity cause a decline in life expectancy?&lt;br&gt;2nd LOOK and LISTEN DUE 7/14</td>
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<td>7</td>
<td>Late Adulthood</td>
<td>Ch. 17 and 18</td>
<td>Discussion Debate?: Due: 7/25 Topic: Should Marijuana be legalized for medicinal purposes and does a particular life stage be exempted from use?</td>
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<td>8</td>
<td>Complete the last look and listen, turn in your final set of autobiography documents and your 8th look and listen by 8/1. Documents may be turned in during week 7 so that you are not pressed for time during our final week!</td>
<td>No reading</td>
<td>Discussion Debate 8 Due by FRI 8/1 Topic: Should be try to cure &quot;old age?&quot; 3rd LOOK and LISTEN DUE by 8/1 3rd set of autobiography documents DUE by 8/1</td>
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Congratulations on course completion 😊