PSY 240 – DEVELOPMENTAL PSYCHOLOGY
CRN 63308 – 3 Credits
Tuesdays/Thursdays
Na’auao 104; 11:30 am – 12:45 pm

INSTRUCTOR: Dr. Bobbi Carlson
OFFICE: Na’auao, 107
OFFICE HOURS: Tuesday/Thursday, 1:00 pm – 2:30 pm
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EFFECTIVE DATE: Spring, 2015

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. While I will usually be able to give students 10 minutes at the end of each class to meet with their groups, some groups might decide to meet outside of the regularly scheduled class times. It is up to the individual groups to choose other places and times to meet.

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.
4. Be able to describe how and why people age through the three domains studied.

*Identify the aging process through the perspectives of each domain:*

- Biological
- Cognitive
- Psychosocial

**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 Launchpad. 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!

HOORAY!

**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, 9th edition, 2015

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.

LAUNCHPAD: http://www.macmillanhighered.com/launchpad/bergerls9e/1279228
(Mac users need to use Firefox)

How to obtain Launchpad:
1 – new book: Launchpad activation code comes automatically with the new book
2 – used book: you may purchase a Launchpad code at the website above
3 – ebook: you may purchase Launchpad only with an ebook at the website above

For this course, students are ACTIVELY ENCOURAGED to bring their laptops or ipad to class in order to access their ebook. This ebook allows you to take notes, highlight, and reference any and all information that you might put into a regular textbook. It is your textbook but on the computer.
How to register your activation code:
1 – go to above website.
2 – bookmark the page to make it easy to return to
   If you have an access code, click “enter your student access code” in the upper right corner and follow the instructions
   If you do not have an access code, click either “purchase access” or “temporary access.”
3 – If you have problems registering, purchasing, or signing in, please contact TECH SUPPORT 1-800-936-6899 from 3 am – 9 pm (HST).

All of the quizzes and the dates that they are due for this course will be accessed through Launchpad. The quizzes consist of 25 questions for each chapter, mainly multiple choice questions. The questions are randomly picked by computer from the test bank from the publisher, so questions you are asked to answer may not be the same questions that your classmate might have to answer. Similarly, you may take the quizzes as many times as you want; the computer will score only the highest score you receive. However, you may not see the same question twice, since questions are randomly picked by the computer from the test bank from the publisher.

GOOD LUCK!!!!!

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.

January 13 Chapter 1 – Introduction
January 15-20 Chapter 2 – Theories of Development
January 22-27 Chapter 3 – Heredity and Environment
Jan 29-Feb 3 Chapter 4 – Prenatal Development and Birth
February 5-10 Chapter 5 – The First Two Years – Biosocial Development
February 12-17 Chapter 6 – The First Two Years – Cognitive Development
February 19-24 Chapter 7 – The First Two Years – Psychosocial Development
February 26 Chapter 8 – Early Childhood – Biosocial Development
March 3-5 Chapter 9 – Early Childhood – Cognitive Development
March 10-12 Chapter 10 – Early Childhood – Psychosocial Development
March 17 Chapter 11 – Middle Childhood – Biosocial Development
March 19 Chapter 12 – Middle Childhood – Cognitive Development
March 24-26 SPRING BREAK – NO SCHOOL
March 31-April 2 Chapter 13 – Middle Childhood – Psychosocial Development
April 7-9 Chapter 14 – Adolescence – Biosocial Development
April 14-16 Chapter 15 – Adolescence – Cognitive Development
April 21-23 Chapter 16 – Adolescence – Psychosocial Development
Apr 28 Class Presentations: Chapters 17, 18, 19 – Emerging Adulthood
April 30 Class Presentations: Chapters 20, 21, 22 – Adulthood
May 5 Class Presentations: Chapters 23, 24, 25 – Late Adulthood
May 7 Class Presentations: Death and Dying

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