

SPRING 2014
FAMR 230: FAMILY RESOURCES and HUMAN DEVELOPMENT
MW: 1:00p-2:15p, 2:30p-3:45p; Alakai 102
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 111
OFFICE HOURS: MW 3:45p – 4:45p; by appointment
Note: For student convenience, office hours will often be held in available Alakai classrooms.
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
EMAIL: falisha@hawaii.edu (preferred; often same day reply)

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.

COURSE DESCRIPTION

This course examines the biological, cognitive, and psycho-social development of individuals from conception to death, with similarities and differences among individuals and their cultures, as well as special attention to interests, abilities, and critical issues at successive developmental stages.

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.

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. Compare and contrast the various theories of human development and behavior.
2. Describe biological, cognitive, and psychosocial development for each life-span period.
3. Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.
4. Apply human development theories and concepts to personal, social, educational, and occupational experiences.

COURSE CONTENT

Concepts or Topics

- Scientific Method
- Developmental Psychology
- Development Domains
- Developmental Stages
- Major Theories & Thoughts

Skills or Competencies

1. Understand the Scientific Method
2. Discuss human behavior and development
3. Use current models to describe human behavior
4. Integrate major theories and thoughts to understand and discuss human behavior and development

COURSE TASKS

A. EXAMS (40%, 400 points of total grade):

Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	Monday, Mar. 17 th	Chapters 1-13	20%/ 200pts
Final	See Schedule	Chapters 14-Ep	20%/ 200pts

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

B. PARTICIPATION / ATTENDANCE : (10%, 100 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

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

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

D. “My Life Span Development” PORTFOLIO PROJECT (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of developmental theory through meaningful and personal experience, while completing a college level literary project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. See rubric for additional instructions on project requirements.

Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.

E. CHAPTER PRESENTATION PROJECT (20%, 200 pts of total grade):

The class will be separated into chapter teams to present a specific chapter from the text on specific days. Team and chapter selection method will be discussed in the second class discussion. The chapter presentation must be at least 45 minutes in length, be accompanied by handouts of presented chapter material, and be completely presented through active participation of entire class. Additional instructions will be provided in class. Grade is based on Instructor Rubric and takes into account information presented in the Teammate/Partner Rubric, but only as deemed appropriate by instructor.

Instructor Grading Rubrics for Presentation is as follows:

Presentation Component:	Description:	Possible Points	Points Earned
Time	Total team presentation was at least 45 minutes and not more than 60 minutes allowing time for instructor input	20	
Mode of Presentation	Material was presented in a fully interactive format (activity, game, small groupwork, discussion, etc.)	30	
Understanding of Chapter Material	Demonstrated understanding of relevant chapter material and presented clearly, succinctly, and efficiently	30	
Resources	Hard copy and online handouts and resources of presented chapter material were made available that day (copy of presentation, outline with general chapter details, worksheets, etc.)	20	
Communication	Was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.	20	
Equality of overall preparation	Contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.	40	
Equality of overall presentation	Contributed equal contribution of work in the actual presentation and in-class activity.	40	
TOTAL:		200	

Teammate Grading Rubric for Presentation is as follows:

Presentation Component:	Description:	Possible Points	Points Earned
Communication	Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner efficient enough to prepare presentation.	10	
Equality of overall preparation	Partner contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.	20	
Equality of overall presentation	Partner contributed equal contribution of work in the actual presentation and in-class activity.	20	
TOTAL POSSIBLE POINTS:		50	

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Exams =	400 pts	900 - 1000 points = A
Participation =	100 pts	800-899 points = B
Quizzes =	100 pts	700- 799 point = C
Portfolio =	200 pts	600 - 699 points = D
Presentation =	200 pts	<600 points = F or N
Total =	1000 pts	

LEARNING RESOURCES

Required Text:

Berger, K. (2011). *The Developing Person Through the Life Span*, (8th ed.). New York: Worth
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.

Recommended Reading Resources:

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual*, (4th Ed), Text Revision.
Washington DC: Author. (In Reference section of WCC Library Call number: RC455.2.C4D536 2000)
American Psychological Association. (2009). *Publication manual of the American Psychological Association*,
(6th ed.). Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian's desk.

Straub, R. (2011). *Study Guide to Accompany The Developing Person Through the Lifespan 8th ed. by Kathleen Berger*; New York: Worth

Laulima Course site Resource Handouts

Link to Developing Person Website <http://bcs.worthpublishers.com/berger1s8e>

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

MODE OF INSTRUCTION*

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in human development throughout the lifespan will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

REQUEST FOR Cr/N GRADES

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid term; see calendar for date).

SERVICE LEARNING COMPONENT

This course provides a Service Learning Option where the student may volunteer a minimum of 20 hours within the community and apply what was learned in class. Additional information may be handed out in class. See instructor for more information and specific volunteer and paper requirements. If a student chooses the Service Learning option, s/he must notify the instructor by the end of the third week in the semester to ensure s/he has time to secure a work site and fulfill volunteer and academic requirements. It is the student's responsibility to acquire and submit all required Service Learning materials directly through the Service Learning office on campus to receive a Service Learning Certificate.

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 of Hawaii*.

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...

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. **Please see attached flyer for additional 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.

FAMR-230 Spring 2014 (15week) Tentative Schedule				
	Date		Topic	Assignment Due/Notes
JAN	M	13	Introduction	
	W	15	Introduction	Pick Chapters/ Teams
	M	20	<i>HOLIDAY: NO CLASS</i>	<i>Dr. Martin Luther King Jr. Day</i>
	W	22	Introduction to Development	Chapter 1
	M	27	Theories of Development	Chapter 2
	W	29	Heredity and Environment Prenatal Development and Birth	Chapter 3 Chapter 4
FEB	M	3	Heredity and Environment Prenatal Development and Birth	Chapter 3 Chapter 4
	W	5	The First Two Years: Biosocial	Chapter 5
	M	10	The First Two Years: Cognitive	Chapter 6
	W	12	The First Two Years: Psychosocial	Chapter 7
	M	17	<i>HOLIDAY: NO CLASS</i>	<i>Presidents' Day</i>
	W	19	The Play Years: Biosocial	Chapter 8
	M	24	The Play Years: Cognitive	Chapter 9
MAR	W	26	The Play Years: Psychosocial	Chapter 10
	M	3	The School Years: Biosocial	Chapter 11
	W	5	The School Years: Cognitive	Chapter 12
	M	10	The School Years: Psychosocial	Chapter 13
	W	12	Review for Midterm	Chapters 1-13
	M	17	MIDTERM EXAM	Chapters 1-13
	W	19	<i>Midterm Evaluation/ Assessment</i>	<i>Double Attendance Day! No Make-ups!</i>
	M-F	24-28	<i>NO SCHOOL</i>	<i>SPRING BREAK</i>
APR	M	31	Adolescence: Biosocial	Chapter 14
	W	2	Adolescence: Cognitive	Chapter 15
	M	7	Adolescence: Psychosocial	Chapter 16
	W	9	Emerging Adulthood: Biosocial Adulthood: Biosocial Late Adulthood: Biosocial	Chapter 17 Chapter 20 Chapter 23
	M	14	Emerging Adulthood: Cognitive	Chapter 18
	W	16	Emerging Adulthood: Psychosocial	Chapter 19
	M	21	Adulthood: Cognitive	Chapter 21
	W	23	Adulthood: Psychosocial	Chapter 22
	M	28	PORTFOLIO SHARING	PORTFOLIO PROJ DUE Double Attendance Day! No Make-ups!
MAY	W	30	Late Adulthood: Cognitive	Chapter 24
	M	5	Late Adulthood: Psychosocial	Chapter 25
	W	7	Death and Dying	Epilogue
	M	12	1:00 class FINAL EXAM	Chapters 14-Ep
W	14	2:30 class FINAL EXAM		

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)

FAMR 230 “My Life Span Development” Portfolio Project

SELF-GRADE & TURN THIS SHEET IN WITH YOUR PORTFOLIO PROJECT.

Choose 10 different chapters total: Three from the Biosocial Domain Chapters (5, 8, 11, 14, 17, 20, 23), Three from the Cognitive Domain Chapters (6, 9, 12, 15, 18, 21, 24), and Three from the Psychosocial Domain Chapters (7, 10, 13, 16, 19, 22, 25), plus 1 additional chapter (1, 2, 3, 4, Epilogue, or any of the chs. 5-25 not yet used) that interests you (3+3+3+1=10 chapters).

For each chapter: (1) Find developmental phenomenon that feels familiar or brings back memories. (2) Then integrate how specific theories, points, and terms covered in that chapter apply to **your own development**. (3) Write a minimum of one **full** page, double spaced, with 1-inch margins, using 12 point Times New Roman font, making the narrative portion of the portfolio a minimum of ten **full** pages total. (4) Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents the experience or lifestage. Incorporate all chapters and artifacts in chronological order in one document, including **a cover page with your name on it, and a separate table of contents that includes chapters numbers, chapter title, and lists the artifact for that chapter.**

EXAMPLE for one self-analysis discussion: Chapter 7: The First Two Years, Cognitive Development: You might choose familiar phenomena such as “Sensorimotor Stage of Cognitive Development,” and discuss stories told (since you don’t remember that young) about how you used to use your senses and motor skills to understand and learn about your world. For example, you put “everything” in your mouth, nose, or ears & was taken to the emergency room several times to remove some toy stuck up your nose or ears, and the one time you choked on a bottle cap and Aunty gave you the Heimlich maneuver. And you remember how much you loved to play peek-a-boo because you didn’t yet have object permanence, and this one time in the grocery store when your mom thought the person behind you in line was nuts because they were squatting down and up again likie a monkey and she didn’t realize until she left the store that they were playing peek-a-boo with you..... As an artifact you might provide a picture of you as a toddler, a toy car (that was stuck up your nose =), a journal article about Piaget’s stages of cognitive development, first aid card showing the Heimlich, pic of Aunty who did the Heimlich, etc.

You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and your own development.

Scoring Rubric: Using the below scales, give 4 points for each criteria completed. Incomplete criteria earn 0 points.

<u>Criteria:</u>	<u>4 Points for each completed</u>									
	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch	D/ Ch
Understanding: Defined a point, theory, or term given in the chapter										
Application: Analyzes an experience in their development and applies it to the point, theory, or term given.										
Format: 1 full page, typed, double spaced, 1 inch margins, and 12 point Times New Roman font										
Artifact: Artifact relates to experience, point, theory, term given & is more than a simple drawing or clipart.										
Subtotal Each CH: (16 points possible)										
Total Points Added (i.e. 16x10ch=160 points)										
Complete: 10 total chapters with 3 from each domain (10 pts)										
Professionalism: Table of Contents w/ <i>Domain, Chapter, & Artifacts</i> , <u>Secured</u> in folder, w/ cover page including name, <u>Neat</u> (10 pts)										
Presentation: (15 pts) Present on Portfolio Day to share										
Follow Directions: <u>Self-graded Rubric included in folder</u> (5 pts)										
TOTAL PROJECT PTS: (200 points possible)										

NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.
****Self-grade your portfolio****
*****Please put your name on the cover of your project and include this rubric in your project folder.*****

NAME: _____

Course Day/ Time: _____