

SUMMER_II 2014 ONLINE
FAMR 230: FAMILY RESOURCES and HUMAN DEVELOPMENT
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 111
OFFICE HOURS: By appointment.
TELEPHONE: (808) 236-9211 (leave msg; allow at least 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. PARTICIPATION: (52%, 520 points of total grade):

This project should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of developmental theory by applying meaningful and personal experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. Additional detailed information regarding how to earn full credit for these assignments is offered online under “Hints for creating an effective post that fulfills all content criteria” in *Forums* on Lulima. To be successful in this segment of the course, students need to start early and work each week to complete required postings, before the stated deadlines.

Each student will be expected to participate in multiple chapter posting activities 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 online class forums. It is important to **plan ahead** to make certain you complete the work required to be done outside of class forums 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 with weekly deadlines, 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 submit a post and a reply to each chapter, 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.**

a. “My Life Span Development” POSTINGS (10pts X 26chs = 26%, 260 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 (ie: What did you learn?);
- 2) Describe it personally, from the perspective of an experience within your own growth/development (ie; Tell us a story about you);
- 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 (10pts X 26chs = 26%, 260 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 75 (maximum 150) word reply.

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

For additional learning resources, explore your Lulima site.

B. CHAPTER QUIZZES (26%, 260 points of total grade):

Quizzes will be made available the first day of class. Each week the student is expected to complete reading of the assigned chapter(s) and then complete the quiz(s) for the assigned chapter(s) before the stated deadline. Each individual chapter quiz will consist of 10 randomly chosen multiple choice and true/false questions. Students may take and retake chapter quizzes up to three (3) times 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 are NOT permitted to use books or notes during the quizzes. Each chapter quiz is worth a possible total of 10 points, x26 chapters, for a total possible 260 points. These quizzes are timed.

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. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to "0." See attached schedule, online schedule, and individual quizzes for completion deadlines.

C. EXAMS (22%, 220 points of total grade):

Complete one (1) Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of 55 Multiple Choice and True-False questions. Students may take and retake the Midterm and the Final Exam up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a very large database, the questions on each exam retake will differ from the previous exam questions for the same exam. Students are NOT permitted to use books or notes during the exams. These exams are timed.

Students may complete the exams before the due date if they so desire; however, in the interest of proficient grading and to motivate students to ration work efficiently, exams and retakes must be completed BEFORE the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to "0."

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	See Online Schedule	Chapters 1-13	11%/ 110pts
Final	See Online Schedule	Chapters 14-Ep	11%/ 110pts

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** (ie: death of immediate family member, student admitted to the emergency room) with appropriate documentation (ie: death certificate, emergency room receipt). 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 DEADLINE 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 time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor before class requirements are due, in order for the student to avoid penalty.

ASSESSMENT TASKS AND GRADING

<u>Task</u>	<u>Possible Pts</u>	<u>Grade Criterion</u>
Posts	= 260 pts	900 - 1000 points = A
Replies	= 260 pts	800-899 points = B
Quizzes	= 260 pts	700- 799 point = C
Exams	= 220 pts	600 - 699 points = D
Total	= 1000 pts	<600 points = F or N

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:

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

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)

SUMMER_II 2014 FAMR230 ONLINE Schedule of Assignments, Quizzes, and Exams			
DUE by <u>MIDNIGHT</u> THIS NIGHT		<u>ASSIGNMENT(s) DUE</u>	
WEEK 1:	JULY 12	Quiz(s) and Post(s)	Ch 1, 2, 3, & 4
	JULY 13	Reply(s)	
WEEK 2:	JULY 19	Quiz(s) and Post(s)	Ch 5, 6, 7, 8, & 9
	JULY 20	Reply(s)	
WEEK 3:	JULY 26	Quiz(s) and Post(s)	Ch 10, 11, 12, & 13
	JULY 27	Reply(s)	
WEEK 3:	JULY 27	MIDTERM EXAM	CHs 1 - 13
WEEK 4:	AUG 2	Quiz(s) and Post(s)	Ch 14, 15, 16, & 17
	AUG 3	Reply(s)	
WEEK 5:	AUG 9	Quiz(s) and Post(s)	Ch 18, 19, 20, 21, & 22
	AUG 10	Reply(s)	
WEEK 6:	AUG 16	Quiz(s) and Post(s)	Ch 23, 24, 25, & Epilogue
	AUG 17	Reply(s)	
WEEK 6:	AUG 17	FINAL EXAM	CHs 14 - Epilogue

- * 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!** YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS WELL BEFORE THESE DUE DATES. I recommend starting each Monday and completing reading and assignments for one chapter per day. This will have your assignments completed by Thursday or Friday, allowing a day or two to study for quizzes.
- *** LATE SUBMISSIONS WILL **NOT** BE ACCEPTED.