

**SPRING 2015**  
**FAMR 230: FAMILY RESOURCES and HUMAN DEVELOPMENT**  
MW: 11:30a-12:45p; 2:30p-3:45p; 4:00p-5:15p Na`auao 125  
3 CREDIT HOURS

**INSTRUCTOR:** Falisha Herbic, MACL  
**OFFICE:** Na`auao 124  
**OFFICE HOURS:** MW 12:45pm – 2:15pm, 5:15pm – 5:30pm; by appointment  
**TELEPHONE:** (808) 236-9211 (leave msg; allow 2 business days for reply)  
**EMAIL:** [falisha@hawaii.edu](mailto: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.

<b>EXAM</b>	<b>DATES:</b>	<b>MATERIAL</b>	<b>%/POINTS possible</b>
Midterm	Monday, Mar. 16 <sup>th</sup>	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 be present for the entirety of the class and actively 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. “What I Have Learned” TERM PAPER (10%, 100 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 thought and real-life application, 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. LAUNCHPAD HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):**

For various chapters throughout the semester, you must briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). For each assignment, in order to answer the question and get full credit, you must complete a specified activity in LaunchPad, an Online Learning Management System created to accompany your text (the access code is bundled with your textbook). NOTE: If you did not purchase the textbook bundle from the WCC Bookstore, you will need to purchase an access code directly from the publisher. See ANNOUNCEMENTS in Lulima for additional details regarding access codes.

To receive full credit for this aspect of the course, you must complete at least 20 of the 26 *assigned* Video and LearningCurve Activities, then briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). Please type your assignments, make sure your name is on it, and turn the hardcopy in to me on the day that assignment is due. Late assignments will not be accepted. If you are unable to come to class, you may email the assignment and bring a hard copy to the next class day.

There are six extra credit “assignments” scattered throughout the twenty-six chapters. To enhance learning, students are encouraged to complete any and all activities available in LaunchPad; however, course credit will only be given for completed activities that are officially “assigned.” Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details will be provided in your “List of Assignments” and in class.

**F. 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 on Day 2 of class. 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:

<b>Presentation Component:</b>	<b>Description:</b>	<b>Possible Points</b>
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 .ppt presentation, outline with general chapter details, worksheets, questions, 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
	<b>TOTAL:</b>	<b>200</b>

## Teammate Grading Rubric for Presentation:

<b>Presentation Component:</b>	<b>Description:</b>	<b>Possible Points</b>
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 during the presentation and in-class activity.	20
	<b>TOTAL POSSIBLE POINTS:</b>	<b>50</b>

## 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
Termpaper	= 100 pts	600 - 699 points = D
LAUNCHPAD	= 100 pts	<600 points = F or N
Presentation	= 200 pts	
<b>Total</b>	<b>= 1000 pts</b>	

## LEARNING RESOURCES

### Required Resources:

Berger, K. (2014). *The Developing Person Through the Life Span*, (9<sup>th</sup> ed.). New York: Worth  
 The required text should be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with a free studyguide (optional resource) and free access to LAUNCHPAD (required resource).

LAULIMA WEBSITE: Through the WCC online homepage, log in to Lulima with your UH ID. The tab for this course should be visible. If it is not, please see your instructor before or after class so that she can add you to the site.

LAUNCHPAD Student Access Code: Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around\$100. Link to course through “LAUNCHPAD” link on your Lulima site.

### Recommended Resources:

Straub, R. (2014). *Study Guide to Accompany The Developing Person Through the Lifespan 9<sup>th</sup> ed. by Kathleen Berger*; New York: Worth. Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around \$50.

### 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 may provide 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](mailto: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  
Spr2015 MW  
Tentative Schedule**

	<b>Date</b>	<b>Chapter/ Reading Due</b>	<b>Topic</b>	<b>Assignment Due/Notes</b>
<b>Jan</b>	M 12		Introduction	Get TextBook Bundle
	W 14	<i>Review Chapters 1-Ep</i>	Introduction	<i>Pick Chapters/ Teams</i>
	<b>M 19</b>	<b>HOLIDAY: NO CLASS</b>	<b>Dr. Martin Luther King, Jr. Day</b>	
	W 21	Chapter 1	Introduction to Development	Ch 1 ASSIGNMENT x2
	M 26	Chapter 2	Theories of Development	
	W 28	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Ch 3 ASSIGNMENT x2
<b>Feb</b>	M 2	Chapter 3 Chapter 4	Heredity and Environment Prenatal Development and Birth	Ch 4 ASSIGNMENT x3
	W 4	Chapter 5	The First Two Years: Biosocial	
	M 9	Chapter 6	The First Two Years: Cognitive	
	W 11	Chapter 7	The First Two Years: Psychosocial	Ch 7 ASSIGNMENT x3
	<b>M 16</b>	<b>HOLIDAY: NO CLASS</b>	<b>President's Day</b>	
	W 18	Chapter 8	Early Childhood: Biosocial	
	M 23	Chapter 9	Early Childhood: Cognitive	Ch 9 ASSIGNMENT x2
	W 25	Chapter 10	Early Childhood: Psychosocial	Ch 10 ASSIGNMENT x2
<b>Mar</b>	M 2	Chapter 11	Middle Childhood: Biosocial	
	W 4	Chapter 12	Middle Childhood: Cognitive	Ch 12 ASSIGNMENT x1
	M 9	Chapter 13	Middle Childhood: Psychosocial	Ch 13 ASSIGNMENT x3
	W 11	<i>Chapters 1-13</i>	<i>Review for Midterm</i>	<b>!!! STUDY !!!</b>
	<b>M 16</b>	<b>Chapters 1-13</b>	<b>MIDTERM EXAM</b>	<b>!!! STUDY !!!</b>
	W 18		<i>Midterm Evaluation/ Assessment</i>	<i>Double Attendance! No Make-ups!</i>
	<b>M 23</b>	<b>NO CLASS</b>	<b>Spring Break</b>	
M 30	Chapter 14	Adolescence: Biosocial	Ch 14 ASSIGNMENT x2	
<b>Apr</b>	W 1	Chapter 15	Adolescence: Cognitive	
	M 6	Chapter 16	Adolescence: Psychosocial	Ch 16 ASSIGNMENT x1
	W 8	Chapter 17 Chapter 20 Chapter 23	Emerging Adulthood: Biosocial Adulthood: Biosocial Late Adulthood: Biosocial	Ch 17 ASSIGNMENT x1
	M 13	Chapter 18	Emerging Adulthood: Cognitive	
	W 15	Chapter 19	Emerging Adulthood: Psychosocial	
	M 20	Chapter 21	Adulthood: Cognitive	Ch 21 ASSIGNMENT x1
	W 22	Chapter 22	Adulthood: Psychosocial	
	M 27	Chapter 24	Late Adulthood: Cognitive	Ch 24 ASSIGNMENT x3
	W 29	Chapter 25	Late Adulthood: Psychosocial	<b>!!! TERM PAPER DUE !!!</b>
<b>May</b>	M 4	Epilogue	Death and Dying	
	W 6	<i>Chapters 14-Ep</i>	<i>Review for Final Exam</i>	<b>!!! STUDY !!!</b>
	<b>M 11</b>	<b>4:00p class only</b>	<b>FINAL EXAM Chapters 14-Ep</b>	<b>!!! STUDY !!!</b>
	W 13	<b>11:30a &amp; 2:30p classes</b>		

**SUBMIT THIS FORM TO INSTRUCTOR ON PRESENTATION DAY**

Teammate Grading Rubric for:          Teammate: \_\_\_\_\_

Ch(s): \_\_\_\_\_ Date: \_\_\_\_\_

Graded by: (your name): \_\_\_\_\_ (grade will not be included without your name)

Presentation Component:	Description:	Possible Points	Points Earned
Communication	<p>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.</p> <p>EXPLAIN: _____ _____</p>	10	
Equality of overall preparation	<p>Partner contributed equal contribution of work in the overall completion of presentation concepts, research, and materials.</p> <p>LIST 5 things I contributed in preparation: _____ _____ _____</p> <p>LIST 5 things my partner contributed: _____ _____ _____</p> <p>Where on this line would you rate your <i>partner's</i> efforts?            0 ←—————→ 10  <i>I</i>                                      <i>S/He</i>  <i>did all the work</i>                      <i>equal</i>                      <i>did all the work</i></p>	20	
Equality of overall presentation	<p>Partner contributed equal contribution of work in the actual presentation and in-class activity.</p> <p>Which activity did your team do? _____ _____ _____</p> <p>What job(s) did you have? _____ _____ _____</p> <p>What job(s) did your partner have? _____ _____ _____</p> <p>NOTES: _____ _____</p>	20	
<b>TOTAL POSSIBLE POINTS:</b>		<b>50</b>	

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 <b>or</b>
SOC 218	Introduction to Social Problems (3) <b>or</b>
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 “What I Have Learned” Term Paper

### **SELF-GRADE & TURN THIS SHEET IN WITH YOUR TERM PAPER.**

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) Describe/Define technically, according to your source but summarized in your own words, three (3) NEW things that you learned and found interesting; things you DID NOT know before studying the chapter; (2) Pick at least one of the three from above and, detail how this information will be helpful to you in the future.

- a) How can you potentially use this new information in your life?
- b) With whom?
- c) In what type of situation(s)?
- d) How might this information change your behavior or thought process now, versus
- e) How you have/might have behaved/thought without this knowledge?

Feel free to provide an artifact if you wish (this is not required). An artifact is a physical, representation of your potential experience (ie: portrait, sentimental item, artwork, poem, etc.) that can be inserted into, or attached to, each page; (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 (10) **full** pages total. Incorporate all chapters and artifacts (optional) in chronological order in one document, including a **cover page with your name on it, and a separate table of contents that includes chapter numbers, chapter titles, and chapter domain.**

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 points for each criteria completed. Incomplete criteria earn 0 points.**

<u>Criteria:</u>	<u>Insert 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
Domain (B,C,P)/Chapter# →										
Understanding (2pts): Adequately defines 3 new points, theories, or terms given in the chapter										
Application (2pts): Analyzes a future change in their development and applies it to the point, theory, or term given.										
Format (4pts): 1 page, typed, double spaced, 1 inch margins, and 12 point Times New Roman font										
<b>Subtotal Each CH: (8 points possible)</b>										
<b>Total Points Added (i.e. 8x10ch=80 points)</b>	<p><b>*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.*</b></p> <p><b>**Self-grade your portfolio**</b></p> <p><b>***Please <i>put your name on the cover</i> of your paper and <u>include this rubric as the last page of your paper.</u>***</b></p>									
Complete: 10 total chapters with 3 from each domain (10pts)										
Professionalism: Table of Contents w/ <i>Domain, Chapter, &amp; Topic</i> , cover page including name, <b>Neat (5pts)</b>										
Follow Directions: <u>Self-graded Rubric included in paper (5pts)</u>										
<b>TOTAL PROJECT PTS: (100 points possible)</b>										

**NAME:** \_\_\_\_\_

**Course Day/ Time:** \_\_\_\_\_