PSY 241 DEVELOPMENTAL PSYCHOLOGY

3 Credits, CRN: 61402
Online, 10 January – 13 May 2022

Instructor: Lisamarie Bensman, Ph.D.
Email: bensman@hawaii.edu
Office: Na‘auao 114
Office Hours: By email and appointment via Google (video chat). Email is an excellent way to get a hold of me; email anytime. I will respond within 24 hours, except on Saturdays.

Effective Date: Spring 2022

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.

OUR COURSE
As past and current events have made abundantly clear, systemic racism is invasive in our society. While not well understood or (often) even acknowledged, its impacts are felt throughout the lifespan. In this course, we’ll cover physical, cognitive, and social-emotion development during the various development periods (prenatal, infancy, early childhood, middle childhood, adolescence, and emerging adulthood) through the lens of racism's impact on the developing individual. We’ll explore how we are all changed (albeit in differing ways) by living in and interacting with our present systems of inequality. The focus of the class is on application, both in terms of understanding how exposure to racism (both systemic and non-systemic) alters development and in devising positive, pro-social ways to mitigate and prevent this damage.

CATALOG DESCRIPTION
PSY 241 examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to the impact of racism at each developmental stage. DS (3 hours lecture)

Required Preparation: A grade of ‘C’ or better in PSY 100 Survey of Psychology.

This is an asynchronous distance learning class conducted via the internet using Laulima, the University of Hawai‘i’s web-based course management system. A web-based course such as this one requires that you have computer literacy skills. Our course also requires an electronic device, such as a laptop or desktop, that can open Microsoft Office (Word and PowerPoint). The course cannot be completed using a smart phone or tablet (some, but not all of our materials may open on these devices). If you need a laptop, WCC’s library has devices available for loan for the entire semester.
STUDENT LEARNING OUTCOMES
Upon completion of the course, you will be able to:

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, and principles of developmental psychology.
4. Utilize the various developmental psychology models and concepts in explaining human behavior.
5. Explain how racism impacts development at various stages of the lifespan.

WRITING INTENSIVE COURSE HALLMARKS
1. This course uses writing to promote the learning of course materials. We will use formal and informal writing, both in class and out, to increase understanding of course material as well as to improve writing skills.

2. This course provides interaction between teacher and students while students do assigned writing. In effect, I will act as an expert and you will act as an apprentice in a community of writers. Types of interaction will vary but all will focus on helping you improve in your writing.

At least one student-teacher conference on a writing assignment is required in writing intensive courses.

3. Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.

4. This course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages. This may include informal writing. In-class drafts are not counted toward the 4000-word minimum.

5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

COURSE TASKS.
Because this course is conducted via the internet, our class communication, assignments, and textbook are all online and available via Laulima (https://laulima.hawaii.edu/portal). Laulima is WCC’s online course management system (you might already be familiar with it from previous classes). On Laulima, you will find our syllabus, class announcements, gradebook, and unit folders that include links to our readings, assignments, our class lectures/PowerPoints, and all other course materials. Access to Laulima requires your regular UH school username and password. Throughout the semester, I recommend checking Laulima and your UH email once a day.

You are responsible for keeping up in this class: your diligence in logging in regularly to Laulima and engaging with our content in a timely fashion is essential to your success. No late
work is accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

We have much to learn this semester and you’ll demonstrate the knowledge and skills you’ve acquired using a variety of different formats. As you will see, you will be submitting more work for this class than you likely do for most of your face-to-face courses. Since this is an asynchronous online course, I need to be able to measure how well you are keeping up with the materials; these assignments allow me to gauge how well you are progressing with and understanding the course material.

Our assignments are designed to be meaningful and encourage you to really think about the presented information. You’ll then share your thoughts in the following ways:

- **Reading Checks:** 6 x 10 points = 60 points
- **Article Analyses:** 6 x 15 points = 90 points
- **Book Reflections:** 2 x 35 points = 70 points
- **Semester Long Project:** 5 pieces = 100 points
- **Unit Activities:** 6 x 30 points = 180 points

**TOTAL:** 500 points

**Our assignments follow a uniform structure.** We spend two weeks on each unit with four assignments due throughout the two-week period. During the first week of each unit, the first assignment (the Reading Check) is due on Thursday evening. This assignment helps “get your feet wet” regarding the development content for the unit. At the end of the first week of each unit, the second assignment (the Article Analysis) is due on Sunday evening. This assignment helps you to begin to explore the impact of racism on the current stage of the lifespan. During week two of the unit, the third assignment (either a project piece or book reflection, depending on the unit) is due on Wednesday evening. This assignment allows you to apply core class concepts to your everyday life. At the end of the second week, the final assignment (the unit activity) is due on Sunday evening. This assignment gauges your mastery of the unit material. All assignments may be submitted early, but no assignments are accepted late (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

**Our class works on a mastery system.** This means that it’s more important that you get concepts eventually than to get them right away (although, it’s still awesome if you do get them right away). To this end, our class assignments and policies are all set up for you to succeed, provided you continue to put in the work. Success is obtainable even if you struggle initially or experience difficulties throughout the semester. Each unit is set up with assignments of increasing difficulty and credit, so that the first assignment—when you’re likely the most unsure on our content—is the least complex and worth the least amount of credit. As your knowledge grows throughout the unit, so too does the complexity of and credit for our assignments. As a final feature of our mastery system, we will cover 7 units over the semester but only your highest 6 scores for the Reading Check, Article Analysis, and Unit Activities count (all book reflection and project piece scores count). This means you don’t have to worry if a Reading Check, Article Analysis, or Unit Activity doesn’t go as planned; you can replace that score with another score.
from that category. Counting only the 6 highest scores for these three assignment categories also means that when life inevitably gets in the way and makes it difficult for you to complete your work, you can simply make that an assignment that you don’t submit (in other words, you can miss one Reading Check, Article Analysis, and Unit Activity with no penalty).

**Reading Checks (10 points each, highest 6 scores count, 60 points total)**
For each unit, you will complete a brief Reading Check through Laulima wherein you answer 10 questions about the unit PP (a.k.a. our class lecture, which is available on Laulima in the unit folder). The Reading Checks are open-book, open-notes. These Reading Checks work on the mastery system, so you can take them as many times as you would like until the assignment deadline. The computer will record your highest score, so there’s no harm in trying the Reading Check multiple times. Question format includes multiple choice and true/false questions. Feel free to have the Reading Check open as you are reading/listening to the PPs and fill in your reading check answers as you move through the assigned reading. Each Reading Check is worth 10 points. There are seven Reading Checks throughout the semester and your highest six scores count, so you can skip one Reading Check without any negative impact on your final grade. No need to tell me which Reading Check you’re skipping; just don’t do it. Reading Checks are due on the first Thursday of the two-week unit period. Reading Checks may be submitted early, but not late. Late Reading Checks are not accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

**Article Analysis (15 points each, highest 6 scores count, 90 points total)**
To begin your exploration of how racism impacts development, for each unit, you will read an article of your choosing from a curated list and reflect on the article’s content. For each article you will answer the following four prompts:
1. What surprised you about the article.
2. What is something you see differently as a result of the article.
3. What from the article you think would be most meaningful to share with someone and why.
4. What significant connection you see between the article and at least one of our development concepts or theories for the unit.

Each Article Analysis is worth 15 points. There are seven Article Analyses throughout the semester and your highest six scores count, so you can skip one Article Analysis without any negative impact on your final grade. No need to tell me which Article Analysis you’re skipping; just don’t do it. Article Analyses are due on the first Sunday of the two-week unit period. Article Analyses may be submitted early, but not late. Late Article Analyses are not accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

By completing six Article Analyses, you’ll write 6 pages towards the required writing minimum for WI classes.

**Book Reflections (35 points each, both scores count, 70 points total)**
Throughout the semester, you’ll read two books of your choosing from a curated list. One book will be fiction and one will be non-fiction. Then you’ll reflect on how you see the book’s themes
impacting development. Details on each Book Reflection complete with grading rubrics are available on our Laulima in the unit folders. Each Book Reflection is worth 35 points and both scores count. The two Book Reflections are distributed throughout the semester, with each due on the second Wednesday of a two-week unit period. These Book Reflections are due on weeks that we do not have a Project Piece due; in other words, in each unit, you will submit either a Book Reflection or a Project Piece per the class schedule. Book Reflections may be submitted early, but not late. Late Book Reflections are not accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

By completing two Book Reflections, you’ll write 4 – 6 pages towards the required writing minimum for WI classes.

**Project (5 pieces are worth various points, all scores count, 100 points total)**

Throughout the semester, you’ll complete a project of your own design aimed at fighting an -ism (e.g. racism, sexism, ageism, etc.) or inequality that impacts development. The project will be due in parts of increasing complexity throughout the semester. The points for each piece vary and are based upon the amount of work needed to complete said piece. Details on each Project Piece complete with grading rubrics are available on our Laulima in the unit folders. All Project Piece scores count. The five Project Pieces are distributed throughout the semester, with each due on the second Wednesday of a two-week unit period. These Project Pieces are due on weeks that we do not have a Book Reflection due; in other words, in each unit, you will submit either a Book Reflection or a Project Piece per the class schedule. Project Pieces may be submitted early, but not late. Late Project Pieces are not accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

While assignment varies based on the project piece, altogether you’ll write at least 8 pages towards the required writing minimum for WI classes.

**Unit Activities (30 points each, highest 6 scores count, 180 points total)**

For each unit, you will complete an in-depth Unit Activity designed to showcase your understanding of the unit’s key topics. Activities vary unit to unit, but all Unit Activities will draw on the developmental PP (i.e. our class lecture) as well as the assigned articles that unit. Details on each individual activity complete with grading rubrics are available on our Laulima in the unit folders. Regardless of the specific activity, your submission should make use of the information from the supplemental PP, assigned articles, and any other posted materials, be thoughtful and thorough, and when responding to a discussion post, build on the responses of fellow students. There are seven Unit Activities throughout the semester and your highest six scores count, so you can skip one Unit Activity without any negative impact on your final grade. No need to tell me which Unit Activity you’re skipping; just don’t do it. Unit Activities are due on the final day of the unit (i.e. the second Sunday). They may be submitted early, but not late. Late activities are not accepted (excepting cases of qualified, documented emergencies or usage of ‘free passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).
While activity length varies based on the chosen activity, typically activities average about 2 pages. By completing 6 assignments, you’ll write 12 pages towards the required writing minimum for WI classes.

Another requirement of WI classes is that students meet individually with instructors to discuss their writing. To this end, you and I will meet individually via video chat to discuss your writing. This conference can take place anytime from our second unit of the semester through our sixth unit of the semester. When you are ready to have your conference, please email me to set up a time. During the conference, we’ll go through an assignment (Article Analysis, Book Reflection, Project Piece, or Unit Activity) that you are in the process of completing. **This conference is required to earn a passing grade in our course.**

Late Work/Assignment Policies
Late assignments are not accepted, excepted in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate or experience a problem.

There are two exceptions to this ‘no late work’ policy: Free passes and Mulligans.

1. Free passes: Each student gets two free passes to turn in an assignment late. Each free pass buys an extra week (7 days) after its due date to submit the assignment. To use a free pass, email me to say you’d like to use it and I’ll let you know how to submit it.

2. Mulligans: Each student gets two Mulligans. A Mulligan allows a student to revise and resubmit a previously submitted assignment. For example, if you miss the mark on a unit activity, you could revise your work and resubmit. Mulligans can be used within one week (7 days) of the graded assignment being returned. To use a Mulligan, email me to say you’d like to use it and I let you know how to resubmit the work.

Extra Credit
At this point, 4 extra credit opportunities are anticipated for the semester. Most are available now and due in the first week of the course:

2. Introduce yourself to the class using Laulima’s discussion board. Worth up to 2 points. Due 16 January.
3. Meet and Greet with instructor. With online classes, it can be easy to feel you’re all alone in your learning process, but you’re not. I’m in it with you so let’s get to know one another. Sign up for a quick, 10-minute one-on-one introduction session with me. Worth 7 points. Due 16 January.

**IMPORTANT NOTE:**
Please do **NOT** wait until the last day to do your work because all kinds of problems can happen. This is online course reality. If you experience problems near the deadline and miss course work, your grade will be recorded as a zero.
Schedule (tentative and subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>10 – 16 Jan.</td>
<td>Orientation</td>
<td>Familiarize yourself with our course and Laulima; download textbook; do optional extra credit</td>
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<td></td>
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<td>Su, 23 Jan.: Article Analysis</td>
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<td>W, 26 Jan.: Project Piece 1</td>
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<td>Su, 30 Jan.: Activity</td>
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<td>Su, 6 Feb.: Article Analysis</td>
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<td>W, 9 Feb.: Project Piece 2</td>
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<td>Su, 13 Feb: Activity</td>
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<td>6 – 7</td>
<td>14 – 27 Feb.</td>
<td>Infancy</td>
<td>R, 17 Feb.: Reading Check</td>
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<td>Su, 20 Feb.: Article Analysis</td>
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<td>W, 23 Feb.: Project Piece 3</td>
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<td>Su, 27 Feb.: Activity</td>
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<td>8 – 9</td>
<td>28 Feb. – 13 March</td>
<td>Early Childhood</td>
<td>R, 3 March: Reading Check</td>
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<td>Su, 6 March: Article Analysis</td>
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<td>W, 9 March: Book Reflection 1</td>
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<td>Su, 13 March: Activity</td>
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<td>10</td>
<td>21 – 27 March</td>
<td>Cognitive Processing Week</td>
<td>Check in with Lisamarie regarding semester progress</td>
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<td>11 – 12</td>
<td>28 March – 10 April</td>
<td>Middle Childhood</td>
<td>R, 31 March: Reading Check</td>
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<td>Su, 3 April: Article Analysis</td>
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<td>W, 6 April: Project Piece 4</td>
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<td>Su, 10 April: Activity</td>
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<td>13 – 14</td>
<td>11 – 24 April</td>
<td>Adolescence</td>
<td>R, 14 April: Reading Check</td>
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<td>Su, 17 April: Article Analysis</td>
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<td>W, 20 April: Book Reflection 2</td>
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<td>Su, 24 April: Activity</td>
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<td>15 – 16</td>
<td>25 April – 8 May</td>
<td>Emerging Adulthood</td>
<td>R, 28 April: Reading Check</td>
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<td>Su, 1 May: Article Analysis</td>
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<td>W, 4 May: Project Piece 5</td>
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<td>Su, 8 May: Activity</td>
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Assigned work is due by 11:59 p.m. on the date it is listed. Beyond the free passes, late work is not accepted, excepting documented, qualified emergencies (as determined by me, see course policy).

**ASSESSMENT TASKS AND GRADING**

You’re spending your valuable time and money on this course, so let’s make sure that you are on course for success. Using this grade tracker sheet, you can always be aware of your grade in our course. Simply fill in your scores as you earn them.

**Grade Tracker:**

**Reading Checks**

Foundations = ______/10 points
Prenatal Period = _____/10 points
Infancy = _____/10 points
Early Childhood = _____/10 points
Middle Childhood = _____/10 points
Adolescence = _____/10 points
Emerging Adulthood = _____/10 points

Highest 6 of 7 Scores = ____/60 points

Article Analysis
Foundations = _____/20 points
Prenatal Period = _____/20 points
Infancy = _____/20 points
Early Childhood = _____/20 points
Middle Childhood = _____/20 points
Adolescence = _____/20 points
Emerging Adulthood = _____/20 points

Highest 6 of 7 Scores = ____/120 points

Book Reflections
Fiction Book = _____/35 points
Non-fiction Book = _____/35 points

Both Scores Count = ____/70 points

Project
Topic Selection (Piece 1) = _____/10 points
Project Plan (Piece 2) = _____/15 points
Progress Update (Piece 3) = _____/15 points
Progress Update (Piece 4) = _____/15 points
Final Product = _____/45 points

All Scores Count = ____/100 points

Unit Activities
Foundations of Development = _____/30 points
Prenatal Period = _____/30 points
Infancy = _____/30 points
Early Childhood = _____/30 points
Middle Childhood = _____/30 points
Adolescence = _____/30 points
Emerging Adulthood = _____/30 points

Highest 6 of 7 Scores = ____/180 points

Total Points = _____/500 points

*Add only the scores in this right, bolded column
Extra credit earned: _______ points

Your total points + extra credit then determines the final course grade that you have earned for PSY 241:

A = 500.0 – 450 points [percentage of 90 – 100%]
B = 449.9 – 400 points [percentage of 80 – 89.9%]
C = 399.9 – 350 points [percentage of 70 – 79.9%]
D = 349.9 – 300 points [percentage of 60 – 69.9%]
F = Below 300 points [percentage of 0 – 59.9%]

To figure out your grade at any point during the semester, total up all the points you’ve earned up until thus far and use this formula:

\[
\text{Current grade} = \left( \frac{\text{Points earned}}{\text{Points possible thus far}} \right) \times 100
\]

For example, say it’s partway through the semester and you’ve earned 179 points thus far and there have been 200 points available. You would take 179 ÷ 200, which equals 0.895 and then multiply 0.895 by 100, which equals 89.5%. Using the above grade breakdown, we’d see that a percentage of 89.5 means that your current grade would be a ‘B’.

**LEARNING RESOURCES**

Our course materials (assigned readings, lectures and additional course materials) are available on Laulima.

**Recommended Reading Resources:**


**Campus Resources:**

At WCC, we care deeply about your success. To help you thrive, we have the following services:

TRiO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

Additional tutoring options: Free online, on-demand tutoring is also available for all students. Sign in to MyUH.hawaii.edu for access to Tutor.com.

WCC Librarians: Our librarians are amazing and can help with oh so much.

Ka Piko is WCC’s academic support hub and contains even more tutor help as well as other services.

**ADDITIONAL INFORMATION**

I am here to help you succeed in this course. Please don’t hesitate to email me or stop by my office if you have any questions, concerns, or problems. At any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, the Social Sciences department chair, Dr. Christian Palmer (ctpalmer@hawaii.edu), is available as a resource. An alternative contact for any concerns is wccaa@hawaii.edu.

In order to keep class fair for everyone, we will adhere strongly to the following course policies:

1. **Plagiarism/Cheating:** I take both plagiarism and cheating very seriously. If I believe you have plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating or an instance of plagiarism and an instance of cheating).

2. **Late work policy:** Beyond the free passes, late assignments are not accepted, excepted in cases of serious documented emergencies with written verification of the extenuating
medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate a problem.

3. I strongly uphold the University of Hawaiʻi’s non-discrimination policy in my class. Any discriminatory acts or language on the basis of race, religion, sex, gender, age, national origin, ancestry, disability, or sexual orientation will NOT be tolerated. We will maintain our online classroom as a safe environment for all.

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. Roy Inouye can be reached at 235-74, royinouye@hawaii.edu, or you may stop by Hale Kakoʻo 106 for more information.

SEX DISCRIMINATION & GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Leslie Cabingabang, Confidential Advocate
Phone: (808) 348-0432
Email: leslie.cabingabang@hawaii.edu

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karla K. Silva-Park, Title IX Coordinator
Phone: (808) 235-7468
Email: karlas@hawaii.edu
Office: Hale ʻĀkoakoa 220

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix
ALTERNATE CONTACT INFORMATION
If you are unable to contact me or experience any issues with class that you’d prefer not to discuss with me, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu

If there is any problem, please Lettuce know.