



UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

## **HDFS 232 Childhood**

3 Credits (CRN 62434)

Asynchronous

**INSTRUCTOR:** Dr. Kathleen O'Dell  
**OFFICE:** Na'auao rm. 122  
**OFFICE HOURS:** Wednesdays 10am-12pm by appointment  
**TELEPHONE:** (808) 236-9117    **EMAIL:** katodell@hawaii.edu  
**EFFECTIVE DATE:** Spring 2024

### **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 the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

### **CATALOG DESCRIPTION**

Intensive investigation into developmental aspects of 6–12 year old children. Historical and current issues, research, and examination of the role of schools and other community resources. Focus on optimal development. Pre: HDFS 230 completed with a C or above or consent.

### **Activities Required at Scheduled Times Other than Class Times**

None

### **STUDENT LEARNING OUTCOMES**

As a result of taking this course, students can expect to attain the following outcomes:

1. Discuss the major milestones of children from ages 6 through age 12 in the main domains of physical, cognitive, and socio-emotional development.
2. Discuss the major theories of child development.
3. Discuss the interplay between children and their various physical, social, and economic environments.
4. Access credible information sources on childhood development.
5. Discuss current issues in the field of Human Development and Family Studies.

### **COURSE TASKS**

This course is an asynchronous learning course presented using the Learning Management System called Lulima. Course content is delivered using readings, Google Slides presentations, videos, writing prompts, and interactive activities. Embedded within the Lulima course site, there are several technological tools I use in this course:

- VitalSource tab is a link to the Pearson Revel eText.
- Some videos are accessible when you login using your UH username and password.

New weekly class content for the following week is published every Friday at noon in the Weekly Lessons tab. The expectation is that you visit the course site weekly, read the announcements or messages on the Laulima course site then proceed to the Weekly Lessons tab. **All assignments listed on the Weekly Lesson tab should be completed by the following Friday at 9am.**

*Note: This course space is being shared by students in the following CRNs [61399, 61400] and if you do not wish to be in a shared course space, please drop this section and register for another section or alternate course.*

## **ASSIGNMENTS (requirements and expectations)**

### **Weekly Class Preparations [VitalSource IDAP Pearson Revel]**

Class preparation activities are presented in the Pearson Revel. These activities are to help you to get ready for the upcoming week's Laulima course content. You should complete the assigned eText readings, module and chapter quizzes, and interactive chapter activities prior to Friday by 9am. You will then be ready to scaffold the new weekly content published on Fridays at noon Hawaii Standard Time (HST). (200 pts total)

The following should be completed in Pearson's Revel digital textbook for each assigned chapter before each Friday by 9am:

- Chapter reading
- Interactive activities
- Raising your virtual child
- Modules quizzes
- Chapter quizzes

### **Weekly Lessons [Laulima]**

The weekly lessons refer to the weekly readings, observations, videos, reflections, forum topic posts, etc. when published in Laulima on Fridays at noon HST. Look for the tab on the Laulima>HDFS 232> Weekly Lessons. These learning activities earn 10 points each and all help you to learn the course content and integrate the course materials whether it is from the eText or from the learning modules.

### **Group Presentation (video)**

You will work in groups to present on one of the middle childhood development chapters. This will include making a video with a Google Slides presentation and an activity to help your fellow students understand what they've read/heard. The video, slide presentation, and activity must be shared with me by email one week prior to the presentation. The total time for the presentation and activity will be approximately 20-30 minutes. You will be evaluated on overall presentation quality as well as your level of collaboration with your group. You and your group members will assess your contributions and efforts prior to the presentation itself. Your fellow students will assist me in evaluating the group presentation. (100 pts)

### Local and Global Issues Project [Laulima]

This is a 3-part assignment. The first part requires you to research an area of local and global interest.

1. Part 1 (25pts) Students will locate at least 5 current (post-2014) [credible information and peer-reviewed research articles](#) related to global and local issues about the development of children between the ages of 6-12 years such as childhood trauma, supporting children with special needs, cyber bullying, parenting styles, LGBTQ+ societal barriers, anxiety and depression, access to menstruation products, child abuse, child trafficking, or another topic as approved by the instructor and [write a literature review](#) for each.
2. Part 2 (50pts) Next, you will [write a 3-5 page paper](#) that expresses well-informed views including ethical concerns on childhood issues researched in Part 1. **This assignment should be in Times New Roman, double spaced, 12 font, and use [APA citations and references](#).** Writing assignments should be created using Google Docs. You will share the link with me and allow editing access through Laulima.
3. Part 3 (25pts) Finally, create a vibrant and informative [resource website](#) or [brochure](#) for these families and stakeholders in nurturing and being a positive influence on children's lives regarding your chosen topic in support of children's developmental domains such as physical, cognitive, cultural, social, emotional, language, and moral development. The resource website or brochure should feature local and at least one global resource related to your research topic.

### Final Exam [Laulima]

There is a final exam that will assess your understanding and knowledge of the course content. This will be a timed test with multiple-choice questions that have the possibility of more than one right answer and short answer questions, such that familiarity with the material will be necessary. The final exam will be published by Monday of exam week by 9am and should be completed by that Friday at noon. (30 pts)

**For future UH Manoa HDFS Majors: It is strongly recommended that you save all completed and corrected assignments, which may be used in their final HDFS's capstone course.**

## ASSESSMENT TASKS AND GRADING

### Grading

Grading for the course is based on the work that is submitted on time, in the correct place and format. No work will be accepted by email unless you are instructed to do so.

● Revel Chapters 1-12 Assignments	Total 200 pts
● Weekly Lessons/Assignments on Laulima	7 x 10= 70 pts
● Group Presentations	1 x 100 =100 pts
● Local and Global Issues Project	1x 100 = 100 pts
● Final Exam	<u>1 x 30 = 30pts</u>

**Total Possible = 500pts**

**Extra Credit**

There will be opportunities to earn extra credit in this class in the following ways:

1. Take your Local and Global Issues Project Part 2 writing assignment to the WCC Ka Piko writing lab to work on writing skills. You must submit your original writing and the final draft. Also, the tutor must email me to verify this work was done in the writing lab.
2. Utilize your WCC counselor to help you stay on track academically at WCC and/or to plan for education/career next steps once you complete your pathway at WCC. You will need to meet with your counselor in person or online at least three times. Your counselor must email me to verify the time spent with her and the outcome.
3. Volunteer at a family engagement event or in a childcare center/preschool for at least 2 hours and write a 1-2 page reflection. This **MUST BE** pre-approved by me and we will work out the details together. If you need suggestions, I am happy to provide some.

**You may do 2 out of the 3 and each is worth 25 extra credit points.**

**Grading Scale:**

Your total point + extra credit then determines the final course grade you have earned for HDFS 230:

A = 450-500 points (90-100%)

B = 400-449 points (80-89%)

C = 350-399 points (70-79%)

D = 300-349 points (60-69%)

F = 299 and Below (0-59%)

**Late work will be accepted with a 10% penalty per day late.**

**COURSE CALENDAR (subject to change)**

<b>Week</b>	<b>Readings</b>	<b>Topics</b>	<b>Assignments</b>
1 (1/8 -1/12)	Introductions and Expectations	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Syllabus Review</li> </ul>	<ul style="list-style-type: none"> <li>● Watch Introduction Videos</li> <li>● Access Etext and Revel</li> <li>● Complete Get-to-Know-ME activity</li> <li>● Syllabus Quiz</li> <li>● Schedule a 1:1 Meeting</li> </ul>

2 (1/15-1/19)	Chapter 1	<ul style="list-style-type: none"> <li>• The Study of Child and Adolescent Development</li> </ul>	<ul style="list-style-type: none"> <li>• Revel Ch. 1</li> <li>• Complete assigned Revel activities</li> </ul>
3 (1/22-1/26)	Chapter 2 & 3	<ul style="list-style-type: none"> <li>• Heredity and Environment</li> <li>• Prenatal Development, Birth, and the Newborn</li> </ul>	<ul style="list-style-type: none"> <li>• Skim Revel Ch. 2 &amp; 3</li> <li>• Complete Revel assignment</li> <li>• Watch recorded videos on Laulima</li> <li>• <a href="#">Group Presentation Planning</a></li> </ul>
4 (1/29-2/2)	Chapter 4-6	<ul style="list-style-type: none"> <li>• Infancy and Toddlerhood Development Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Skim Revel Ch. 4-6</li> <li>• Watch recorded videos on Laulima</li> <li>• Revel Virtual Child activity</li> </ul>
5 (2/5 -2/9)		<ul style="list-style-type: none"> <li>• Infancy and Toddlerhood Development in Cultural Context</li> </ul>	<ul style="list-style-type: none"> <li>• Watch <a href="#">Babies documentary</a></li> <li>• Complete Weekly Activity on Laulima</li> </ul>
6 (2/12-2/16)	Chapters 7-9	<ul style="list-style-type: none"> <li>• Early Childhood Development Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Skim Revel Ch. 7-9</li> <li>• Watch recorded videos on Laulima</li> <li>• Revel Virtual Child activity</li> <li>• <b>Part 1 of Issues Project Due</b></li> </ul>
7 (2/19-2/23)	<a href="#">Link to article</a>	<ul style="list-style-type: none"> <li>• Early Childhood Education Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Watch recorded video on Laulima</li> <li>• Complete Weekly Activity on Laulima</li> </ul>
8 (2/26-3/1)	Chapter 10	<ul style="list-style-type: none"> <li>• Physical Development and Health in Middle Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Revel Ch. 10</li> <li>• Complete assigned Revel activities</li> <li>• Revel Virtual Child activity</li> <li>• <b>Group #1 Video and Activity Due</b></li> </ul>
9 3/4-3/8)		<ul style="list-style-type: none"> <li>• Group #1 Presentation Topic from Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• Watch Group #1 Video</li> <li>• Complete Weekly Activity on Laulima</li> </ul>

10 (3/11-3/15)	Ch. 11	<ul style="list-style-type: none"> <li>• Cognitive Development in Middle Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Revel Ch. 11</li> <li>• Complete assigned Revel activities</li> <li>• <b>Part 2 Issue Project Paper Due</b></li> </ul>
11 (3/18-3/22) SPRING BREAK		SPRING BREAK	<ul style="list-style-type: none"> <li>• <b>Group #2 Video and Activity Due</b></li> </ul>
12 (3/25-3/29)		<ul style="list-style-type: none"> <li>• Group #2 Presentation Topic from Ch. 11</li> </ul>	<ul style="list-style-type: none"> <li>• Watch Group #2 Video</li> <li>• Complete Weekly Activity on Laulima</li> </ul>
13 (4/1-4/5)	Ch. 12	<ul style="list-style-type: none"> <li>• Social and Emotional Development in Middle Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Revel Ch. 12</li> <li>• Complete assigned Revel activities</li> </ul>
14 (4/8-4/12)		<ul style="list-style-type: none"> <li>• The Influences of the Internet on Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Watch Childhood 2.0</a></li> <li>• Complete Weekly Activity on Laulima</li> </ul>
15 (4/15-4/19)		<ul style="list-style-type: none"> <li>• Local and Global Issues in Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part 3 Issue Project Due</b></li> </ul>
16 (4/22-4/26)		<ul style="list-style-type: none"> <li>• Local and Global Issues in Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Project Review</li> <li>• Complete Weekly Activity on Laulima</li> </ul>
17 (4/29-5/3)	Readings to be assigned	<ul style="list-style-type: none"> <li>• Cultural Connections: Implications for Working With Children and Families</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Weekly Activity on Laulima</li> </ul>
Finals Week (5/6 -5/10)		<ul style="list-style-type: none"> <li>• Final Exam available on 5/5/24 at 9am</li> </ul>	Final Exam on Laulima available until 5/10/24 at noon.

## LEARNING RESOURCES

### Required Digital Textbook

- To access your textbook, go to Laulima>[HDFS 232](#)>Click on the VitalSource for UH/WCC IDAP button on the left menu bar in the Laulima course site. 1. Create a Pearson Revel account using your legal name as found in your UH registration.
- To ensure your Pearson Revel points are correctly transferred to Laulima's grade book, make sure you create the account using your legal name. Doing otherwise may result in 0 points or a non-transfer of points to your course grade.

- The price of the eText should be listed in your MyUH account along with your other WCC financial obligations.
- The required eText is:  
Manis, Frank. (2020). *The Dynamic Child*. (2nd Ed.). Pearson Revel  
ISBN-13: 9780134897394
- For more information about IDAP read the emails from the UHM Bookstore.

## ADDITIONAL INFORMATION

I am here to help you succeed in this course. Please don't hesitate to email me or schedule a time to stop by my office if you have any questions, concerns, or problems.

### Additional Assistance:

[Ka Piko Services](#) provides FREE academic and technical support to all WCC students. Our services are available both in-person and virtually (via Zoom). Our goals are to help students succeed academically and to become independent lifelong learners. We are staffed by friendly and knowledgeable peers who are ready to assist you!

- **Ka Piko Math Lab** provides assistance for all math courses offered at WCC, helping to improve students' understanding of important concepts and problem solving processes.
- **Ka Piko Writing Lab** provides assistance with any and all aspects of the writing process, including: brainstorming, research, MLA formatting and citations, drafting, and revising.
- **Ka Piko Student Tech. Support** can assist students with Google@UH, Lailima, MyUH, UH accounts, and can provide best-effort support for problems or questions with personal computers and other smart devices.
- Ka Piko also provides free weekly **Success Connection Workshops** for students

Visit the Ka Piko webpage at [go.hawaii.edu/A42](http://go.hawaii.edu/A42) for more information about our services, to learn how to connect with our tutors and tech assistants, or to RSVP for a Success Connection Workshop. Contact the Ka Piko Coordinator, Scott Sutherland, at [scottjks@hawaii.edu](mailto:scottjks@hawaii.edu) if you have any questions.

MySuccess: Students may be referred for extra help or advising through MySuccess. Students can also explore resources at MySuccess.Hawaii.edu and [windward.hawaii.edu/MySuccess](http://windward.hawaii.edu/MySuccess)

## DISABILITIES ACCOMMODATIONS

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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, [royinouye@hawaii.edu](mailto:royinouye@hawaii.edu), or you may stop by Hale Kāko‘o 106 for more information.

## SEX DISCRIMINATION AND 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:

Jojo Miller, Confidential Advocate  
 Phone: (808) 348-0663  
 Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
 Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource  
 Phone: (808) 235-7393  
 Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
 Office: Hale Kāko‘o 101

Karen Cho, Deputy Title IX Coordinator  
 Phone: (808) 235-7404  
 Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
 Office: Hale ‘Alaka‘i 120

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/](http://manoa.hawaii.edu/titleix/)

## ACADEMIC INTEGRITY

**Plagiarism/Cheating:** Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

**Late work policy:** 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 the instructor; please contact the instructor as soon as you anticipate a problem.

### **ALTERNATE CONTACT INFORMATION**

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422