

HDFS 230 HUMAN DEVELOPMENT

3 Credits, CRN: 63046

Online, Asynchronous

Summer Session I, 20 May – 28 June

Instructor: Lisamarie Bensman, Ph.D.

Email: bensman@hawaii.edu

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: Summer 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 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

We all begin in this world as helpless infants, unable to care for ourselves in almost any way. But even from these moments immediately following birth, we actively participate in our own development and we seek out social interaction, communicating with others and learning in the only ways available—moving our bodies and crying. From these humble beginnings, we go on to interact with others in increasingly complex and dynamic ways. Throughout our journey, we will develop along many axes; these differing developments will combine and interrelate in a myriad of ways. In this course, we will examine how people develop physically, cognitively, and socially for our very complex beginnings in utero throughout the lifespan until death. We will consider how interactions with family members, teachers, peers, and partners influence our development and the role that institutions such as school, media, and culture play in shaping our behavior. Lastly, these

previous considerations would not be complete without also investigating the development of emotions, attachment, temperament, gender, aggression, prosocial behavior, morality, and identity.



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. DS (3 hours lecture)

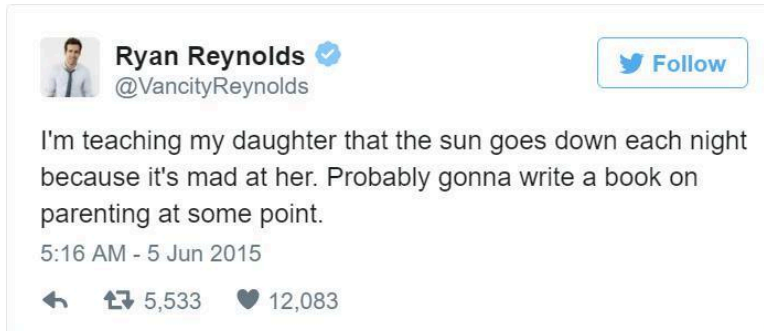
Recommended Preparation: PSY 100.

This is an asynchronous distance learning class conducted via the internet using Lulima, 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 smartphone or tablet** (some, but not all of our materials may open on these devices).

STUDENT LEARNING OUTCOMES

Upon completion of the course, you will be able to:

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 TASKS

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

You are responsible for keeping up in this class: your diligence in logging in regularly to Lulima and engaging with our content in a timely fashion is essential to your success. **Except when using a late pass, no late work is accepted in this class without written verification of**

extenuating medical or legal circumstances (please see our late work policy in the ‘Additional Information’ 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 your understanding of the course material.

Reading Checks:	6 x 10 points = 60 points
Quiz Questions:	6 x 20 points = 120 points
Unit Activities:	6 x 30 points = 180 points
TOTAL:	360 points

Our assignments follow a uniform structure. We spend roughly 5 days on each unit. Midway through the unit, both the reading check and quiz question assignment are due. I recommend completing the reading check first, as this assignment helps “get your feet wet” regarding the unit content. Then write your quiz questions to deepen your understanding of core unit concepts. At the end of the unit, the final assignment (the unit activity) is due. This assignment gauges your mastery of the unit material. All assignments may be submitted early, but no assignments are accepted late (excepting the use of late passes and in cases of qualified, documented emergencies—please see our late work policy in the ‘Additional Information’ section of this syllabus).

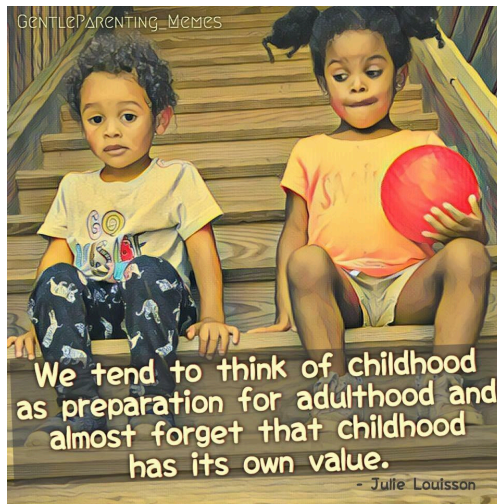


Our class works on a mastery system. This means that it’s more important that you get concepts eventually than to get them right away (although, it’s still awesome if you do get them right away). To this end, our class assignments and policies are all set up for you to succeed, provided you continue 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 in each assignment category count. This means you don’t have to worry if an assignment doesn’t go your way as you can replace that score with another score from that category. Counting only the 6 highest scores 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 assignment in each assignment category with no penalty).

Reading Checks (10 points each, highest 6 scores count, 60 points total)

For each chapter, you will complete a brief reading check through Lualima wherein you answer 10 questions about the assigned chapter(s) and supplemental unit PPs (a.k.a. our class lecture, which is available on Lualima in the unit folder). The reading checks are open-book, open-notes but should be entirely your own work. **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 a quiz multiple times. Question format includes multiple choice and true/false questions. Feel free to have the reading check open as you are reading the chapters/PP. Fill in your answers as you move through the content. Each reading check is worth 10 points. There are 7 reading checks throughout the semester and your highest 6 scores count, so you can skip one check without any negative impact on your final grade. No need to tell me which check you're skipping; just don't do it. Reading checks are due midway through each unit. Reading checks may be submitted early, but not late. Late reading checks are not accepted (unless using a late pass).



Quiz Questions (20 points each, highest 6 scores count, 120 points total)

To deepen your knowledge of our class content, you'll WRITE five quiz questions for each unit. The questions should come from all of our reading material for that unit (both textbook and PowerPoints). The instructions for each assignment will note how many questions should come from each source. Question format is up to you; whichever format you choose, aim for questions that apply and/or synthesize our class content. Provide the question, the answer options, the correct answer, and indicate where you found this information. For example:

1. Paul is 7 years old. He earned a bad grade on a math test he studied for. This has caused him to doubt his capabilities and confidence. According to Erikson's Psychosocial Stages, what psychosocial crisis is Paul dealing with?
 - A. Initiative versus Guilt
 - B. Industry versus Inferiority
 - C. Identity versus Role Confusion

D. Autonomy versus Shame/Doubt

Answer: B (found in the Classic & Modern Theories PowerPoint on slide 6)

The questions that you write will go into a question bank for next semester's students to answer, so please be thoughtful and clear. Also, feel free to write in your own voice (i.e. formal/stiff/academic writing isn't necessary, unless you'd like to use it). This includes the use of Pidgin (please note somewhere that you're writing in Pidgin). If you choose this option, you'll be allowing future semesters of students the chance to answer quiz questions in Standard English or Hawaiian Pidgin, per their choosing.

Questions are submitted to the 'Quiz Questions' tab on Lulima. Together these five questions are worth 20 points (please see the quiz question rubric for a breakdown of how credit is earned), with partial credit available.

There are 7 quiz question assignments throughout the semester and your highest 6 scores count, so you can skip one quiz question assignment without any negative impact on your final grade. No need to tell me which quiz question assignment you're skipping; just don't do it. Quiz questions are due midway through each unit. They may be submitted early (if the unit's quiz question assignment is up, go for it), but not late. Late quiz questions are not accepted (unless using a late pass).



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

For each unit, you will complete an in-depth activity designed to showcase your understanding of the unit's key topics. Activities vary unit to unit, but all activities will draw on the textbook and supplemental PP (i.e. our class lecture) content for that unit. Details on each individual activity complete with grading rubrics are available on Lulima in the unit folders. Regardless of the specific activity, your submission should make use of the information from the textbook, supplemental PP, 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 7 unit activities throughout the semester and your highest 6 scores count, so you can skip one activity without any negative impact on your final grade. No need to tell me which activity you're skipping; just don't do it. Activities are due on the final day of the unit. They may be submitted early, but not late. Late activities are not accepted (unless using a late pass).

Late Work/Assignment Policies

Late assignments are not accepted, except 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, late passes and mulligans (do-overs).

1. Late passes: Each student gets three late passes to turn in an assignment late. Each late pass buys an extra week (7 days) after the assignment due date to submit said assignment. To use a free pass, simply email me your work by the late pass deadline.
2. Mulligans (do-overs): Each student gets three mulligans (do-overs). A mulligan (do-over) 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 (do-overs) can be used within one week (7 days) of the graded assignment being returned. To use a mulligan, simply email me your revised work by the Mulligan (do-over) deadline.

Extra Credit

At this point, three extra credit assignments are anticipated for the semester. All three are available now and due 26 May.

1. Syllabus quiz. Taken on Lualima. Worth up to 3 points.
2. Introduce yourself to the class using Lualima’s discussion board. Worth up to 2 points.
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 with me. Worth 7 points.

IMPORTANT NOTE:

Please do NOT wait until the last day to do your work because all kinds of problems can happen. This is a reality of online courses. If you experience problems near the deadline and miss course work, your grade will be recorded as a zero.



COURSE CONTENT

Schedule (tentative and subject to change):

Dates	Topic	Assignment Due
20 – 26 May	Foundations of Development	Fri. 24 May: Reading Check & Quiz Questions
		Sun. 26 May: Activity
27 May – June	Infancy	Wed. 29 May: Reading Check & Quiz Questions
		Sat. 1 June: Activity

2 – 6 June	Early Childhood	Tues. 4 June: Reading Check & Quiz Questions
		Thurs. 6 June: Activity
7 – 12 June	Middle Childhood	Sun. 9 June: Reading Check & Quiz Questions
		Wed. 12 June: Activity
13 – 17 June	Adolescence	Sat. 15 June: Reading Check & Quiz Questions
		Mon. 17 June: Activity
18 – 23 June	Emerging, Early, & Middle Adulthood	Thurs. 20 June: Reading Check & Quiz Questions
		Sun. 23 June: Activity
24 – 28 June	Late Adulthood	Wed. 26 June: Reading Check & Quiz Questions
		Fri. 28 June: Activity

Assigned work is due by 11.59 p.m. on the date it is listed. Late work is not accepted, excepting documented, qualified emergencies (as determined by me, see course policy) and use of late passes.



Mommy Owl
@Lhlodder

I would just like to thank the person who told my daughter that when she lies her eyes turn a different color. Now she squeezes her eyes shut every time she lies... and my job just became a whole lot easier.

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 of Development = _____/10 points
 Infancy = _____/10 points
 Early Childhood = _____/10 points
 Middle Childhood = _____/10 points
 Adolescence = _____/10 points
 Emerging & Middle Adulthood = _____/10 points
 Late Adulthood = _____/10 points

Highest 6 of 7 Scores = ____/60 points

Quiz Questions

Foundations of Development = _____/20 points
 Infancy = _____/20 points
 Early Childhood = _____/20 points
 Middle Childhood = _____/20 points
 Adolescence = _____/20 points

Highest 6 of 7 Scores = ____/120 points

Emerging & Middle Adulthood = _____/20 points
Late Adulthood = _____/20 points

Unit Activities

Foundations of Development = _____/30 points
Infancy = _____/30 points
Early Childhood = _____/30 points
Middle Childhood = _____/30 points
Adolescence = _____/30 points
Emerging & Middle Adulthood = _____/30 points
Late Adulthood = _____/30 points

Highest 6 of 7 Scores = _____/180 points

Total Points = _____/360 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 HDFS 230:

- A = 360.0 – 324 points [percentage of 90 – 100%]
- B = 323.9 – 288 points [percentage of 80 – 89.9%]
- C = 287.9 – 252 points [percentage of 70 – 79.9%]
- D = 251.9 – 216 points [percentage of 60 – 69.9%]
- F = Below 216 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:

$$(\text{Points earned} \div \text{Points possible thus far}) \times 100 = \text{Current grade}$$

For example, say it's mid-semester and you've earned 171 points thus far and there have been 200 points available. You would take $171 \div 200$, which equals .855 and then multiply .855 by 100, which equals 85.5%. Using the above grade breakdown, we'd see that a percentage of 85.5 means that your current grade would be a 'B'.

Me: Stay in your own bed tonight, ok?
3 yr old: Ok Mommy, I promise.

3:00am:



LEARNING RESOURCES

Our required materials for the course:

We are using an OER (Open Education Resource) for this class, which means that our textbook is free!

Lally, M., & Valentine-French, S. (2017). *Lifespan Development: A Psychological Perspective*. San Francisco, California: Creative Commons License.

A .pdf copy of the text is available on Laulima under 'Resources' (if you'd like to print it, I recommend going to TRiO) and also by using this link:

<https://open.umn.edu/opentextbooks/textbooks/lifespan-development-a-psychological-perspective>.

Along with our textbook, our posted lectures and additional course materials are available on Laulima.

Recommended Reading Resources:

American Psychological Association. (2002). *Publication Manual of the American Psychological Association, (5th Edition)*. Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian's desk. Call number: BF76.7.P83 2001)

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.

Thank you for reading so far into our syllabus and so carefully. If you email me a photo of an otter, you'll earn 5 points of extra credit.

Basic Needs: Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).



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, 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 think 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 usage of late passes, late assignments are not accepted, except 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 experience or anticipate a problem.
3. **I strongly uphold the University of Hawai'i'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 235-7487, royinouye@hawaii.edu, or you may stop by Hale Kako'o

106 for more information. Please note that any special accommodations for the class will begin once the instructor is contacted by the Disability Specialist and will include the assignments from that point forward, as deemed reasonable and appropriate.

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 Kāko‘o 101

Karen Cho, Title IX Coordinator

Phone: (808) 235-7404

Email: kcho@hawaii.edu

Office: Hale Alaka‘i 120B

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