UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

HDFS 230: HUMAN DEVELOPMENT
3 Credits (CRN 62085)
Na`auao 125; MW 1:30p –2:45p

INSTRUCTOR:	Falisha Herbic, MACL
OFFICE:	Na`auao 124
OFFICE HOURS:	MW 2:45pm – 3:30pm; TR 1:15p – 2:00p; M-R by appointment; anytime via email
TELEPHONE:	(808) 236-9211 (leave msg; allow 2-3 business days for reply)
EMAIL:	***falisha@hawaii.edu*** (preferred; often same day reply)
EFFECTIVE DATE:	Fall 2026

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 and COURSE DESCRIPTIONS

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.

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 TECHNOLOGY

This course will be using the Lamakū Learning Management System (https://lamaku.hawaii.edu).

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.

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	See Schedule	Chapters 1-13	20%/ 200pts
Final	See Schedule	Chapters 14-26	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 lectures and activities each class. 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 and contribute to the interactive learning that is an important part of every class. Routine appointments should be made outside of class time.

To receive credit for participation, each student will need **to be present for the entirety of the class** and **actively participate.** An attendance sign-in sheet will be circulated during each class. It is the student's responsibility to ensure s/he signs in every class period. Neglecting to sign in will result in "0" participation/attendance points for that class period.

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):
Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content will most often include material covered in required preparatory reading for the current class, and occasionally 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 "reading checks" and motivation for preparatory reading, studying, and on-time attendance in class; therefore, 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. HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):

For various Chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments may include completion of charts, worksheets, watching videos, answering critical thinking questions, etc. Assignments can be found in the list of Homework Assignments included in this syllabus and may also be accessed via corresponding modules in Lamakū.

Assignments are due at the BEGINNING OF CLASS on the date due. Due dates are listed on the course schedule, included in this syllabus. For many assignments, in order to answer the question(s) and get credit, you must first complete the assigned readings in your text and watch a specified video in the corresponding Lamakū module, then complete the assignment according to the directions from your Master List of Assignments in your Syllabus. Unless otherwise specified, homework assignments are worth 10 points each.

For most assignments, you may type or hand-write your assignments; although some assignments REQUIRE hand-written creations (no computer models). When hand-written, the work ***MUST be neat and legible*** or zero points will be given. Make sure your name is on each page, and turn the hardcopy in to me at the BEGINNING OF CLASS on the day that assignment is due. Late assignments will not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted.

To receive full credit for this aspect of the course, you must complete at least 10 of the 25 assignment opportunities offered to you in your Master List of Homework Assignments. You are only required to complete ten of the assignments offered. The additional fifteen assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. Extra credit maxes out at 40 points; no more than 40 points of extra credit may be earned.

To enhance learning, students are encouraged to complete any and all activities available; however, course credit can only be given for a maximum of 100 total homework points and a maximum of 40 total extra credit points. Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details are provided in your "Master List of Homework Assignments" at the end of this syllabus.

F. CHAPTER PRESENTATION PROJECT (20%, 200 pts of total grade):

You and a teammate will be assigned a Chapter to present to the class. Team selections will be made on Day 2 of class. The Chapter presentation should be approximately 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 a Teammate/Partner Rubric, but only as deemed appropriate by instructor.

Presentation Grading Rubric Sample:

Presentation Component:	Description:	Possible Points
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 enough to efficiently 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
	TOTAL:	**200**

ASSESSMENT TASKS AND GRADING

Task		Possible Pts
Exams (2x200)	=	400 pts
Participation	=	100 pts
Quizzes	=	100 pts
Term Paper	=	100 pts
Homework	=	100 pts
Presentation	=	200 pts
Total	**=**	**1000 pts**

Grade Criterion	
900 - 1000 points	= A
800-899 points	= B
700- 799 point	= C
600 - 699 points	= D
<600 points	= F or N

LEARNING RESOURCES

Required Resources:

TEXTBOOK: Stassen-Berger, K. (2022). *The Developing Person Through the Life Span, (12th ed.)*. New York: Worth The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.

INTERNET ACCESS: You will need access to a computer with high-speed internet access.

LAMAKŪ WEBSITES: Through the WCC online homepage, log in to Lamakū with your UH ID. The widget for your course should be visible. If they are not, please see your instructor. WCC recommends using FIREFOX for optimized potential.

Course Resources:

In addition to required Text, Lectures, Homework, Exam, and Quiz curriculum, your HDFS230 course provides supplemental resources for your learning, understanding and summation of required information. In your HDFS230 LAMAKŪ, in each of the course modules, you can find additional modules that include "just for fun" videos, my Lecture Notes and Chapter presentations (classroom PowerPoint presentations along with links to additional eBook resources. All of these additional resources are provided for use at your leisure, & are not required material. You get out of the course what you put in to it.

You may also access the publisher's "Achieve" Learning Management System. This online resource includes eBook, adaptive quizzing and practice quizzes, as well as immersive learning and video activities. Any quizzes or activities completed on Achieve are complimenting resources for additional learning purposes only; they are not required, are not graded, and will not count towards your course grade. ***If you have not yet acquired your textbook, the publisher offers a two-week free trial to Achieve and its accompanying eBook.***

Campus Resources:

TRIO: For a variety of student support services, visit Hale Kako'o 116, call 808-235-7487, or visit https://windward.hawaii.edu/trio

PEER MENTORING: For tutoring and peer mentoring for any student in need of educational support visit the Ka Piko Study Center in Hale ʻĀkoakoa 232, Lounge; call 235-7454; Email: wccpeer@hawaii.edu; or visit windward.hawaii.edu/kapiko/peer/

KA PIKO SERVICES: Ka Piko at Windward Community College is committed to student success by providing testing, tutoring, and success workshops to help students build a foundation for independent lifelong learning and self-efficacy. Ka Piko services are FREE for all WCC students! Visit https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/ for more information about the Math, Writing, and Speech Labs, as well as tutoring, testing, tech support, and more.

LIBRARY STUDY SERVICES: See the librarian for details https://windward.hawaii.edu/Learning_Resources/

STUDENT TECH SUPPORT: Ka Piko Student Tech Assistants are able to assist students with connecting to campus WiFi, WCC Accounts, Library Printing, UH accounts, MyUH Portal, STAR GPS and Balance, Lamakū, the WCC website, Google Apps (Docs, Sheets, Forms, Slides), MS Apps (Word, PowerPoint, Excel), and support for personal devices. Contact Ka Piko Student Tech Support at winhelp@hawaii.edu or visit https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/

ADDITIONAL INFORMATION

MODES 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 are designed to be mutually complimentary, meaning they overlap. Although the main concepts in human development will be covered, not all important information from your text will be discussed in class. Students are responsible for all information presented in all domains, and are encouraged to further research any concepts that are not fully understood.

CELL PHONE POLICY:

Cell phones should be silenced and put away before entering the classroom. Cell phone use is not permitted during class lectures as their use is distracting to your instructor and other students. If you wish to call, text, view social media, etc., the classroom is not an appropriate place to do so. If you wish to document any information that is written on the board, you should take notes; taking pictures are not conducive to learning. If you are expecting an important call or anticipate a possible emergency call or text, please place your phone on vibrate mode and quietly exit the classroom before addressing it. Your cooperation in limiting cell phone distractions in class is appreciated. If you utilize your cell phone at any time during a quiz or exam, your assessment will be immediately confiscated and scored a "0."

ABSENCES:

As stated in "Course Tasks, B.," attendance and participation are crucial to the interactive learning environment and routine appointments should be scheduled outside of class time. However, it is understood that occasionally an unforeseeable event might occur (illness, transportation trouble, children issues, etc.); therefor, as a courtesy, students are allowed to "make up" attendance/ participation for up to two (2) absences. You may make up an absence by taking comprehensive HAND-WRITTEN notes on assigned reading. Attendance make up notes should contain a summarized understanding of concepts, theories, and terminology throughout the assigned Chapter reading for that day; simply copying terms and definitions will NOT be accepted. Basically, if I can see that you read an understood the material to be covered that day, I can pretend you were there. To receive absence make up credit, attendance make up notes must be submitted to your instructor within one week of your return. Any missed quizzes or exams will NOT be made up. There are certain days where scheduled activities are not conducive to make up work and cannot be made up. Doctor notes will NOT excuse an absence. Your instructor reserves the right to rescind this courtesy at any time.

LATE WORK:

As stated in "Course Tasks, D and E," late assignments are not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted. With that said, under special circumstances and with prior approval from your instructor, late work may occasionally be accepted with a strict 50% point penalty. Your instructor reserves the right to rescind this exception at any time.

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-semester; see calendar for date) directly through the registrar's office.

DISABILITIES ACCOMMODATIONS

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kakoʻo 106) for more information.

You are encouraged to speak with your instructors to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see your instructors right away to get help.

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:

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

Mykie E. Menor Ozoa-Aglugub, J.D.,
Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Karen Cho,
Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 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 https://www.hawaii.edu/titleix

ACADEMIC INTEGRITY

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***.

Artificial Intelligence (AI): In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all course work products and assignments. Students are permitted to use AI to generate ideas, understand concepts, or perform tasks that are not essential to completing the learning outcomes of the course.

Cheating: Cheating includes but is not limited to copying another student's work, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, looking up the answers to homework, quiz, or exam questions via AI or online, 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. ***This includes copying from Artificial Intelligence (AI)! AI can be a great resource to enhance understanding. It is NOT to be used to do your work for you! Anything copied from AI will receive 0 Points and a referral to the Vice Chancellor for Student Affairs for academic dishonesty and plagiarism.*** All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

HDFS230 CRN: 62085 Fall2026_MW_1:30p-2:45p TENTATIVE Schedule					
	Date		Chapter/ Reading Due	Topic	Assignment Due/*Notes*
Aug	M	24		Syllabus /Introduction	Get Textbook
	W	26	Chapter 1	The Science of Human Development	Explore Lamakū site; Read Syllabus in full; Assignment 1.1
	M	31	Chapter 1	The Science of Human Development	
Sept	W	2	Chapter 2	Theories of Development	Assignment 2.1-2.3
	M	***7***	***HOLIDAY***	***WCC CLOSED! LABOR DAY***	***NO CLASS***
	W	9	Chapter 3 Chapter 4	The New Genetics Prenatal Development and Birth	Assignment 4.1-4.2
	M	14	Chapter 3 Chapter 4	The New Genetics Prenatal Development and Birth	Assignment 4.3
	W	16	Chapter 5	The First Two Years: Biosocial	
	M	21	Chapter 6	The First Two Years: Cognitive	Assignment 6.1
	W	23	Chapter 7	The First Two Years: Psychosocial	Assignment 7.1-7.4
	M	28	Chapter 8	Early Childhood: Biosocial	
	W	30	Chapter 9	Early Childhood: Cognitive	Assignment 9.1-9.2
Oct	M	5	Chapter 10	Early Childhood: Psychosocial	
	W	7	Chapter 11	Middle Childhood: Biosocial	
	M	12	Chapter 12	Middle Childhood: Cognitive	
	W	14	Chapter 13	Middle Childhood: Psychosocial	Assignment 13.1
	M	**19**	**Chapters 1-13**	**MIDTERM EXAM**	**!!! STUDY !!!**
	W	***21***	***N/A***	***Midterm Evaluation/ Assessment***	*[Double Attendance Day!]*
	M	26	Chapter 14	Adolescence: Biosocial	Assignment 14.1-14.4
	W	28	Chapter 15	Adolescence: Cognitive	Assignment 15.1
Nov	M	2	Chapter 16	Adolescence: Psychosocial	Assignment 16.1 *[Last day to withdraw]*
	W	4	Chapter 17	Emerging Adulthood: Biosocial	
	M	9	Chapter 18	Emerging Adulthood: Cognitive	Assignment 18.1
	W	***11***	***HOLIDAY***	***WCC CLOSED! VETERAN'S DAY***	***NO CLASSES***
	M	16	Chapter 19	Emerging Adulthood: Psychosocial	Assignment 19.1
	W	18	Chapter 20 Chapter 23	Adulthood: Biosocial Late Adulthood: Biosocial	
	M	**23**	Chapter 21	Adulthood: Cognitive	**!!!!! TERM PAPER DUE !!!!!**
	W	***25***	***NO HDFS CLASS***	***HAPPY TURKEY DAY!***	***GOBBLE GOBBLE***
	M	**30**	CLASS OL-A Chapter 22	Adulthood: Psychosocial	ONLINE WORK DUE; SUBMIT VIA LAMAKU Assignment 22.ATT1-22.1
Dec	W	2	CLASS OL-A Chapter 25	Late Adulthood: Psychosocial	ONLINE WORK DUE; SUBMIT VIA LAMAKU Assignment 25.ATT1-25.ATT2
	M	7	Chapter 24	Late Adulthood: Cognitive	
	W	9	Chapter 26	Death, Bereavement, and Affirmation of Life	Assignment 26.1
	M	**14**	**Chapters 14-26**	**FINAL EXAM**	**!!! STUDY !!!**

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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	Partner was amiable, open to working collaboratively, made herself/himself available to be reached, was reachable, and returned communication in a timely manner enough to efficiently prepare presentation. EXPLAIN:_____. _____.	10	
Equality of overall preparation	Partner contributed equal contribution of work in the overall completion of presentation concepts, research, and materials. LIST 5 things I contributed in preparation:_____. _____. _____. LIST 5 things my partner contributed:_____. _____. _____. Where on this line would you rate your ***partner's*** efforts? 0 ◄——————————► 10 *I did all the work* *equal* *They did all the work*	20	
Equality of overall presentation	Partner contributed equal contribution of work in the actual presentation and in-class activity. Which activity did your team do?_____. _____. _____. What job(s) did you have?_____. _____. _____. What job(s) did your partner have?_____. _____. _____. NOTES:_____. _____.	20	
	TOTAL POSSIBLE POINTS:	**50**	

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HDFS 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, 26, or any of the chapters. 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?
- f) 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.

(4) The narrative portion of the portfolio should be 10 mini papers @ minimum one page each; a minimum total of ten (10) **full** pages.

(5) Incorporate all Chapters and artifacts (optional) in chronological order in one document. Don't forget to include:
- 1) **a cover page with your name on it, and**
- **2) 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.

Criteria: Domain (B,C,P)/Chapter# ➔	**Insert Points for each completed**									
	D/ C _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____	**D/ C** _____
Understanding (**2pts**): Adequately defines 3 new points, theories, or concepts 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										
Subtotal Each CH: (8 points possible)										
Total Points Added (i.e. 8x10ch=80 points)		*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.* **Self-grade your portfolio** ***Please *put your name on the cover* of your paper and **<u>include this rubric as the last page of your paper</u>**.***								
Complete: 10 total Chapters with 3 from each domain (**10pts**)										
Professionalism: Table of Contents w/ *Domain, Chapter, & Topic,* cover page including name, **Neat (5pts**)										
Follow Directions: <u>Self-graded Rubric included in paper</u> (**5pts**)										
TOTAL PROJECT PTS: (100 points possible)										

NAME: _____ **Course Day/ Time:** _____

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HOMEWORK ASSIGNMENTS

WEEK #1:

(1) Explore Lamakū – Log in and explore your course Lamakū site – No points

- Ensure your course widgets include HDFS230, with the correct CRN #; click on it.
- Note the Lamakū Course Table of Contents (widgets on your home page, or listed under "Content." Click on each menu link.
- Read any ***Announcements*** already posted and you are encouraged to check announcements weekly for important course information. Announcements are only found on the course homepage; however, they are also emailed to your UH email address.
- Explore your ***Syllabus*** and other resources.
- The ***Email*** function will allow you to email your instructor and fellow classmates.
- Your ***Gradebook*** will be updated after midterms and just before final exams.
- ***Achieve*** is an option to allow you to access the eBook and other optional activities. This resource is available to all students for a 2-week free trial; students with an access code may access this resource for up to 6 months. An access code is included in textbooks purchased new, or can be purchased directly from the publisher.
- Various links in the ***Table of Contents*** (Visual Widgets on your "Homepage," or a Table of Contents list on the "Content" page) are where you will find class lecture notes, PowerPoint slides, homework worksheets, homework videos, and additional course resources and links.

FOR HOMEWORK ASSIGNMENTS: *Do your Chapter reading BEFORE completing these assignments!*

- Complete each assignment according to the instructions below.
  - **Don't forget to put your NAME on your work; there will be a penalty on work submitted without a name.**
  - You may type, or legibly hand write, your answers to any critical thinking questions. Please include the assignment title (ie: "2.1: Theoretical Perspectives Table") to ensure you get credit for your assignment.
  - Some assignments (ie: tables) require it be ***hand written*** (computer models not be accepted for these).
  - If your homework assignment is a worksheet, you will be able to download and print from Lamakū.
    - If you need a printed copy provided to you, see your instructor by at least the class BEFORE it is due. Also, printing is free in TRiO! :o)
- Submit your homework assignment to your instructor ***at the beginning of class*** on the date it is due.
  - Submit hard copy, hand-written or printed; unless otherwise explicitly stated, electronic submittal cannot be accepted for grading purposes.
  - Please see schedule for due dates.
  - Late assignments are generally not be accepted, especially on homework preassigned for class activities.
  - Early assignments are accepted but may or may not be graded early.
  - Keep returned assignments for future reference and studying.

NOTE: Homework credit and Course Extra Credit

- Each assignment is generally worth a maximum 10 pts, unless otherwise stated.
- Ten assignments (completed correctly and in full) x 10pts = 100 pts Homework Course Credit.
- Any additional assignments completed and/or assignment credit will be applied to *Overall Course EXTRA CREDIT.*
  - Extra credit can be earned up to (but not exceeding) 40 pts;
  - This is the ONLY extra credit offered for this course.
- Students may complete as many assignments as necessary to acquire a maximum 140 points total.
  - 100 homework points maximum;
  - 40 extra credit points maximum.
- Additional assignments may not be graded, but are encouraged to enhance student learning and retention.

CHAPTER 1 ASSIGNMENTS:

(1.1) Worksheet – "HOMEWORK Worksheet" – 10 pts

A hard copy of the worksheet may be accessed via Lamakū.

Complete the worksheet according to the worksheet directions.

Circle the correct answers.

(a) Late assignments will not be accepted.

(b) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.

HOMEWORK ASSIGNMENTS

CHAPTER 2 ASSIGNMENTS:

(2.1) Video Activity – "Ch.2 Conditioning Little Albert" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the process outlined in the video.

(b) What type of conditioning is this? Explain your reasoning with examples of the process from the video.

(2.2) Video Activity – "Ch.2 Classical and Operant Conditioning" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Compare and contrast Classical and Operant Conditioning.

(b) Provide your own examples (not the ones from the video) of how you might use each to teach someone.

(2.3) Table – Theoretical Perspectives – 10 pts

Refer to information provided in your text. Tables MUST be HAND-WRITTEN.

Manually (no computer models) create a comprehensive table of all the major theoretical perspectives described in your text Chapter:

SIMPLIFY each to include A) Theoretical Perspectives, B) a SIMPLIFIED description of each theory. For example:

Theoretical Perspective	Simplified Description
Psychoanalytic	How unconscious impulses and experiences shape our development and behaviors

CHAPTER 3 ASSIGNMENTS: None

CHAPTER 4 ASSIGNMENTS:

(4.1) Table – Periods of Prenatal Development – 10 pts

Refer to information provided in your text. Tables MUST be HAND-WRITTEN.

Manually (no computer models) create a table of the Three Periods of Prenatal Development:

For all periods: Include 1) the time range, 2) the period, 3) what the organism is called, and 4) a SIMPLIFIED summary of the major developmental accomplishments of each period.

For Example: (You may copy my example for the first period OR rewrite it in your own words ☺).

	Time range	Period	Organism	Developmental Accomplishments
1	0 – 2 wks	Germinal Period	Zygote	Cells replicate, differentiate, and IMPLANT into the womb.

(4.2) Video Activity – "Ch.4 Reflexes in Newborn Babies" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the reflexes demonstrated in the video.

(b) According to the video, in what do premature and full-term babies differ in reflexes?

(c) According the the video, do we retain these reflexes as we develop? Why/why not?

(4.3) Notes – Group Presentation Notes – 10 pts

This assignment will be given in class.

Create speaking notes.

(a) Create speaking notes for your portion of your group presentation.

(b) Submit the hard copy to your instructor, with your group's presentation poster, after your presentation.

(c) Remember to limit the entire group presentation to a ***MAXIMUM*** of 5 minutes.

(d) You MUST be in class both days (preparation and presentation) to receive credit for this assignment.

CHAPTER 5 ASSIGNMENTS: None

HOMEWORK ASSIGNMENTS

CHAPTER 6 ASSIGNMENTS:

(6.1) Video Activity – "Ch.6 Object Permanence in Babies" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe what dad was doing in the video?

(b) Describe how baby responded?

(c) Did baby ever find the cucumber?

(d) Has this child ***fully acquired*** the principle of object permanence?

(i.) Explain your rationale

CHAPTER 7 ASSIGNMENTS:

(7.1) Video Activity – "Ch.7 Harlows Studies on Dependency in Monkeys" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

* While watching the video, reference the types of attachment (Types A, B, C, & D) in your text, and consider the patterns of attachment the monkeys had to the wire mother vs. the cloth mother.

Watch the video and briefly answer the following:

(a) For the wire mother:

(i.) Name the pattern of attachment;

(ii.) What evidence (monkey behaviors) supports your decision;

(iii.) What (mother behaviors) do you believe caused this attachment pattern to occur.

(b) For the cloth mother:

(i.) Name the pattern of attachment;

(ii.) What evidence (monkey behaviors) supports your decision;

(iii.) What (mother behaviors) do you believe caused this attachment pattern to occur.

(c) What do you believe is the reason that the monkey did not go to the wire mother?

(i.) Even though he nursed on her his whole life?

(ii.) Even though she was the only thing in the play room that he knew/recognized?

(iii.) Isn't anyone familiar better than no one at all?

(7.2) Video Activity – "Ch.7 Secure, Insecure, Avoidant Ambivalent Attachment in Mothers Babies" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) What attachment types did you witness in this video?

(b) For each of the attachment examples posed in this video, describe the associated attachment behaviors of the children in the video.

(7.3) Video Activity – "Ch.7 Bandura Bobo Doll Experiment" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe what happened in the video.

(b) How did the children "generalize" violent behavior?

(c) What implications might Albert Bandura's Experiment, and the understanding of generalization, have on understanding the effect of children growing up in violent homes and neighborhoods?

(d) What might this research contend regarding parents that proclaim, "Do as I say, not as I do?"

(7.4) Video Activity – "Ch.7 The Strange Situation - Mary Ainsworth" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the Strange Situation posed in this video.

(b) Was baby Lisa presenting with signs of secure or insecure attachment? How do you know? Explain.

CHAPTER 8 ASSIGNMENTS: None

CHAPTER 9 ASSIGNMENTS:

(9.1) Video Activity – "Ch.9 The False Belief Test-Theory of Mind" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the False Belief Test you observed in the video.

(b) Incorporating what you learned in the video, consider a group of 3 year old children playing a game of hide-and-seek. One child stands in the middle of the room and covers his eyes, another stands below hanging towels in the bathroom with just her face covered, and a third kneels over on the couch and covers his head with a pillow. How does "Theory of Mind" explain why these 3year old children believe they are well hidden?

(9.2) Video Activity – "Ch.9 Piaget's conservation tasks" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) There are many types of conservation. What are the four (4) types of conservation discussed in your text?

(b) Which types of conservation does this video activity depict?

(c) Did this child complete the conservation tasks correctly? Explain why or why not?

(d) Using your understanding of conservation of number, how might you use to appease a 2 yr old who is upset because his big sister received 2 cookies, but he only got one?

CHAPTER 10 ASSIGNMENTS: None

CHAPTER 11 ASSIGNMENTS: None

CHAPTER 12 ASSIGNMENTS: None

CHAPTER 13 ASSIGNMENTS:

(13.1) Table – Kohlberg's Levels of Moral Reasoning – 10 pts

Refer to information provided in your text. Tables MUST be HAND-WRITTEN.

Manually (no computer models) create a table of Kohlberg's Three Levels of Moral Reasoning:

1) First, provide an example of one single original "moral situation" (not the one used in your text); then,

2) FOR ALL OF THE THREE LEVELS, provide:

(a) the name of each "level,"

(b) the typical "age" range,

(c) a description of the "goal/emphasis" of each level; and,

(d) contrast/describe how people in each of the three levels of reasoning might "respond" to—perceive and judge—your moral situation example (don't forget to answer "yes" or "no," AND "why").

For Example: (You may copy my original situation & example for the first level OR create/rewrite your own ☺).

Level	Age	Goal/ Emphasis	Response
	Moral Situation: A classmate acquires the Midterm and offers to give me a copy. Should I cheat?		
Preconventional	2 – 9 yrs	To gain rewards or avoid punishment	Yes, because I need an "A." No, because if I get caught I will be expelled.

HOMEWORK ASSIGNMENTS

CHAPTER 14 ASSIGNMENTS:

(14.1) Video Activity – "Ch.14 Are Violent Video Games Bad For You" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Overall, the meta analysis seems to show, "Playing violent video games temporarily increases _____, desensitizes _____, and decreases _____."

(b) Who might be more effected by violent video games?

(c) What is "moral disengagement?"

(d) How does moral disengagement factor in to aggressive behaviors?

(14.2) Video Activity – "Ch.14 Wiring the Adolescent Brain" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe Dr.Giedd's research process in this video.

(b) What did Dr. Giedd discover in the frontal cortex?

(c) When did "we" know the first wave of cortex growth happened in previous development?

(d) What is the second wave of production manifested by?

(e) What does Dr. Giedd say is "still being built" in the adolescent brain?

(14.3) Video Activity – "Ch.14 Can Violent Video Games Play a Role in Violent Behavior" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) According to Brad Bushman, "the results clearly show that playing a violent video game increases _____, and also makes people numb to _____." "There is a link between exposure to violent media and _____."

(b) According to Cheryl Olsen, People confuse _____ and_____." "There is absolutely no evidence that any video game or violent movie has ever caused _____."

(c) According to Cheryl Olsen, "Playing violent video games is a _____ for teenagers today."

(d) According to Steven Tetilla, he believes the experience of playing a violent video game is different than watching one because playing is about _____; it's a valid entertainment form—a creative forum.

(e) Jim Steyer's statements that, when we speak about a culture of violence in our society, […] we are also talking about that we as a society accept _____ as part of life because we have become _____ to it, being so exposed to it in various forms of media.

(14.4) Critical Thinking Question – Cultural Violence and Media: Tying It All Together – 10 pts

Refer to information provided in your text and previous Chapter 14 Video Activities.

Briefly answer the following:

(a) Google **Mirror Neurons** (or reference your PSY100 notes).

(b) Consider excerpts from "**Wiring the Adolescent Brain**:" Regarding Charlie (helping his uncle in the garage), the video states that skills he's acquiring and practices will strengthen certain neural pathways and influence consolidation of wiring in certain parts of his brain, and not others. Dr. Geidd's describes the pruning down phase of adolescent brain development; the "use it or lose it principle" states what?

(c) Further consider excerpts from "**Can Violent Video Games Play a Role in Violent Behavior,"** where Jim Steyer discusses a culture of violence in our society; that we as a society accept violence as part of life because we have become numb to it being so exposed to it in various forms of media. From a Biopsychosocial perspective, connect these statements with points (a) and (b) to describe how we might be ***creating*** a culture that is more accepting of violence against others.

(d) Further, explain how mirror neurons and playing violent first-person shooter games might encourage a would-be shooter that they could succeed in a real-life shooting.

CHAPTER 15 ASSIGNMENTS:

(15.1) Video Activity – "Ch. 15 Prejudice, Discrimination, and Racial Stereotyping" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the common reactions to each:
  (i.) The white male actor?
  (ii.) The black male actor?
  (iii.) The white female actress?

(b) What differences and similarities did you notice in reactions/attitudes from white pedestrians, black pedestrians, male pedestrians, and female pedestrians towards the actors of a different/same race and/or gender.

(c) From your text, define Stereotype Threat and what behaviors it leads to.

(d) Incorporating the common behaviors of the general public towards each of the actors in the video, how might the reactions of the general public in our culture influence stereotype threats within each of the following?
  (i.) Minorities? (specifically black men)
  (ii.) White men?
  (iii.) Attractive women?

CHAPTER 16 ASSIGNMENTS:

(16.1) Video Activity – "Ch.16 Why Is There Homosexuality" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) According to the video, what might be an evolutionary purpose for homosexuality?

(b) Explain why increased levels of the hormone progesterone might support this theory?

(c) According to this theory, aside from reproduction, what other purpose might sexual behavior serve?

CHAPTER 17 ASSIGNMENTS: None

CHAPTER 18 ASSIGNMENTS:

(18.1) Table – Fowler's Stages of Faith – 10 pts

Refer to information provided in Lamakū required reading. Tables MUST be HAND-WRITTEN.

(a) Manually (no computer models) create a table contrasting all of James Fowler's Six Stages of Faith:

For all stages: Include 1) Name each stage, in order, 2) Describe each stage (technically), 3) Give an example of something someone might think or say at each stage.

For Example: (You may copy my example for the first stage OR rewrite it in your own words ☺).

	Stage	Description	Example
1	Intuitive-Projective Faith	Magical, illogical, imaginative, filled with fantasy, especially about the power of God and the mysteries of birth and death. Typical of children ages 3-7	When it thunders, that means the angels are bowling.

(b) Briefly answer the following:

(i.) Which stage of Fowler's Moral Development do you believe you are in?

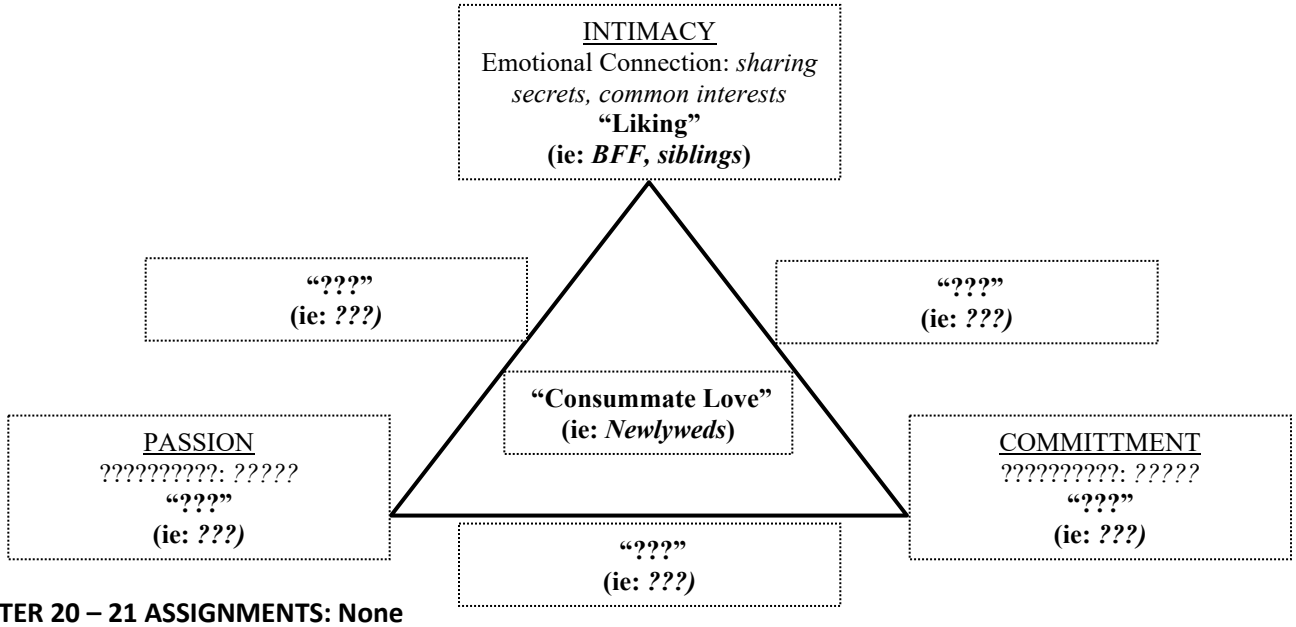
(ii.) Explain why you believe to be in this stage by providing an example as evidence.

HOMEWORK ASSIGNMENTS

CHAPTER 19 ASSIGNMENTS:

(19.1) Chart – Sternberg's TRIANGULAR Theory of Love – 10 pts

Refer to information provided in your text. *Additional online research may be helpful.* Must be HAND-DRAWN. ***Manually (no computer models) create a TRIANGLE chart contrasting Robert Sternberg's Theory of Love:*** Include the following: (1) Describe the COMPONENTS/DIMENSIONS, and *what behaviors are expressed*? (2) For each **"Form of Love,"** include (a) form/name, (b) the corresponding dimensions—by placement into correct space, and (c) a (ie: ***real life example of a relationship of this form***). See example:



CHAPTER 20 – 21 ASSIGNMENTS: None

CHAPTER 22 ASSIGNMENTS:

(22.1) Video Activity – "Ch.22 Ten Surprising Facts About Aging" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) List the ten surprising facts about aging.

(22.ATT1/22.ATT2) – TBD – Attendance and Quiz Credit

These assignments will be discussed in class and posted to the Lamakū Chapter 22 Module. You will submit them online via Lamakū/Assignments before the posted due date/time. Late assignments will not be accessible after the posted deadline; late assignments will not be accepted. These assignments are to supplement class attendance/participation and quiz credit for one day during the stated HDFS230 Hybrid Week.

CHAPTER 23 – 24 ASSIGNMENTS: None

CHAPTER 25 ASSIGNMENTS:

(25.ATT1/25.ATT2) – TBD – Attendance and Quiz Credit

These assignments will be discussed in class and posted to the Lamakū Chapter 25 Module. You will submit them online via Lamakū/Assignments before the posted due date/time. Late assignments will not be accessible after the posted deadline; late assignments will not be accepted. These assignments are to supplement class attendance/participation and quiz credit for one day during the stated HDFS230 Hybrid Week.

CHAPTER 26 ASSIGNMENTS:

(26.1) Critical Thinking Question – Kübler-Ross' Stages of Grief– 10 pts

Refer to information provided in your text.

Briefly answer the following:

Dr. Kübler-Ross described how a person diagnosed with a terminal illness is likely to go through several stages of emotion when accepting that death will be the final outcome of the illness. Other researchers have pondered how these stages are also experienced by those feeling the "loss" of a dying loved one. Think also of the "loss" of a relationship from a break-up, or the "loss" of a college paper when your computer crashes.

(a) List each stage of grief;
(b) Define general emotions and behaviors associated with each stage;
(c) Describe how one might experience each of these stages when coping with the loss of a relationship (break-up) **or** college paper (computer crashes)?
   (i.) What might one say to express their feelings during each stage?