



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

HDFS 230, Human Development

Spring 2026

3 Credits | CRN 63395

Windward Community College Mission Statement

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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

Instructor Information

How to Contact Your Instructor

Anjum, Alian

Office: Virtual via Zoom

Office Hours: By appointment via Zoom (email to schedule appointment)

Email: alian@hawaii.edu

Aloha mai kākou! I'm pleased to welcome you to this course. My name is Alian Anjum, and I look forward to supporting you throughout the semester.

To ensure clear and effective communication, I typically respond to emails within 24 hours on weekdays and will make every effort to reply to weekend messages by Monday. You may track your grades and progress through Lamakū; however, eText readings and related coursework will be graded at the conclusion of the class. Written feedback on assignments is generally provided within 5–7 days of submission (please refer below for assignment and project due dates).

If you have any questions, concerns, or need additional support, please feel free to reach out. Email is the best way to contact me, and I am available for meetings during office hours by appointment. I look forward to a productive and engaging semester together.

About

I am a current graduate student in the PhD program in Cognition Neuropsychology at UH Manoa. My journey has been shaped by life-changing experiences in the military, where I witnessed firsthand the profound effects of service on soldiers, spouses, and dependents. I served four years as an active-duty Army Behavioral Health Specialist at Tripler Army Medical Center, working across inpatient psychiatry, outpatient behavioral health, family advocacy, and substance use treatment. This experience ignited my passion for research examining how military experience impacts perception and sensation, with the goal of improving trauma prevention.

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

Course Information

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.

Recommended Preparation: Psy 100.

Activities Required at Scheduled Times Other than Class Times

In addition to your regular coursework and assignments, there will be a cultural Connections Activity that requires participation in community service. There are also optional extra credit opportunities available (with instructor approval). Both of these will need to be completed outside of regular class time. More details about these assignments can be found in the Course Format section below.

Student Learning Outcomes

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

1. Compare and contrast the various theories of human development and behavior.
2. Describe biological, cognitive, and psychosocial development for each lifespan 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.

Required Materials

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

Course Format

This course is offered over a 16-week semester and is conducted in person, meeting twice per week according to the scheduled class times. Please note that this is not a self-paced course; students are expected to attend all class meetings, participate actively in in-class discussions and activities, and remain current with weekly assignments and course material. Interaction with the instructor, peers, and course content takes place primarily during in-person class sessions, supplemented by assigned coursework outside of class. To be successful in this course, students should be prepared to engage consistently and complete all required assignments within the designated time frames.

Text Readings/Quizzes (500 pts; 50% of your grade)

As part of this class, you will be required to access and complete the chapter quizzes related to the book. Those quizzes can be found on Lamaku under the quiz tab.

- 10 Chapter Quizzes (due on Sunday at 11:55pm of the assigned week)
- Each chapter quiz is worth 5% of the final grade

The quizzes allow up to 3 tries, with 1 point deducted for each additional try. All assignments will be published and accessible at the beginning of the week before the due dates. You are welcome to work ahead.

Autobiographical Presentation Project (200 pts; 20% of your grade)

Each student will create their own autobiographical PowerPoint with a slide deck. The slides will cover the eight stages of life included in the textbook. Each section will feature at least one photo (preferably of the student or family members), including each developmental domain based on information learned in the lecture or textbook, and recorded in a graphic organizer, as well as personal connections.

Cultural Connections Activity (200 pts; 20% of your grade)

This project will take you out into the community and connect you with this place and its stories. A list of activities to choose from will be provided. A one page reflection form will be filled out after the experience and must include at least two pictures of you during the activity.

Final Exam on Lamakū (100 pts; 10% of your grade)

The exam will cover chapters 1-10 in your textbook and must be submitted by Friday, 05/15/26 by 4:00 pm.

Supplemental Content

There are supplemental videos available each week that add context to the HDFS 230 course material. These prerecorded videos are optional to view; they are highly suggested in order to increase your understanding of the material.

Discussion Boards/Private Messages/Announcements

Please take a moment to see if any discussion questions have been posted in this section for you to participate in. While these won't be graded, I encourage you to engage and interact with your peers. Remember to be thoughtful and respectful in your responses, and ensure that your replies are written in an academic style. You may use the Private messages to communicate with the instructor or your peers. Announcements, which contain important information for quick reference, can be found on the Overview page of Laulima.

Course Technology

Lamaku Learning Management System

- Lamaku will be unavailable daily from 3:00 am-4:00 am HST for server backup and maintenance.
- Lamaku automatically logs you out *if it does not detect activity for two hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamaku, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: [RSI Definition-WCC](#).

Other Technology

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [Google Docs](#) is used to create the Course Design Document and rubrics ([accessibility statement](#), [privacy policy](#))
- [H5P](#) is used for creating review activities ([accessibility](#), [privacy policy](#))
- [Kahoot!](#) is used for review activities ([accessibility statement](#), [privacy policy](#))
- [Flip](#) is used for some of the discussion activities ([accessibility statement](#), [privacy policy](#))
 - [Loom](#) is used for screen recording (accessibility statement not provided, [privacy policy](#))
- [Nearpod](#) is used for interactive presentations ([accessibility statement](#), [privacy policy](#))
- [Padlet](#) is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet privacy policy](#))

- [PearDeck](#) is used for interactive presentations (accessibility statement not provided, [privacy policy](#))
- [Quizlet](#) is used for interaction (accessibility statement not provided, [privacy policy](#))
- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with [Executive Policy 7.209](#), all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Grading Policy

If a student has achieved a minimum of 60% of the possible points for the final exam, then a letter grade for the course will be assigned according to the level of achievement as provided in the table below:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0%-59%

CR = 70% or above of the cumulative points possible

NC= Less than 70% of the cumulative points possible W Official Withdrawal

I = Incomplete

Note: CR/NC grades require written instructor consent. Students must apply for the CR/NC grading option at the WCC Admissions Office by the posted deadline.

Note: The W grade is given only when the student officially withdraws from the course by the posted deadline.

Note: The I grade is a temporary grade given at the instructor's discretion when a student has failed to complete a small part of a course because of circumstances beyond his or her control. A student may qualify for the I grade if (a) they are unable to take the final exam and (b) taking the final exam could possibly raise their course grade.

Weekly Assignments

Week	Date	Topic	Due Dates
1 Meta-theories	01/12/26	<ul style="list-style-type: none"> • Introduction and Syllabus • What is Development? 	Quiz 1 due Sundays by 11:55pm.
2 Research Methods	01/19/26	<ul style="list-style-type: none"> • How Do We Learn How to Promote Development? • Ellen Skinner; Julia Dancis; and The Human Development Teaching & Learning Group • Lifespan Developmental Research Methodologies 	
3 Research Methods	01/26/26	<ul style="list-style-type: none"> • Ellen Skinner; Julia Dancis; and The Human Development Teaching & Learning Group • Descriptive and Explanatory Designs • Ellen Skinner; Julia Dancis; and The Human Development Teaching & Learning Group 	Quiz 2 due Sundays by 11:55pm.
4 Infancy	02/02/26	<ul style="list-style-type: none"> • Beginnings: Conception and Prenatal Development • Attachment 	
5 Infancy	02/09/26	<ul style="list-style-type: none"> • Temperament 103 • Language & Cognition 	Quiz 3 due Sundays by 11:55pm.
6 Family	02/16/26	<ul style="list-style-type: none"> • Parenting • Parenting and Families: Creating Supportive Higher Order Contexts • Ellen Skinner and Kristen Raine 	

7 Family	02/23/26	<ul style="list-style-type: none"> • Divorce • Maltreatment, Adversity, and Resilience 	Quiz 4 due Sundays by 11:55pm.
8 Early Childhood	03/02/26	<ul style="list-style-type: none"> • Self-Regulation 	
9 Early Childhood	03/09/26	<ul style="list-style-type: none"> • Cognitive Development 	Quiz 5 due Sundays by 11:55pm.
10 Spring Break	03/16/26	<ul style="list-style-type: none"> • NO CLASS 	
11 Presentation	03/23/26	<ul style="list-style-type: none"> • Developmental Stage Student Presentation 03/24 and 03/ 26 	Presentations Slides due before Class start based on the presentation date
12 Middle Childhood	03/30/26	<ul style="list-style-type: none"> • Play and Peers • Cognitive Development • Moral Development • Gender Development 	Quiz 6 due Sundays by 11:55pm.
13 Adolescence	04/06/26	<ul style="list-style-type: none"> • Intelligence, Education, & Motivational Development • Puberty & Cognition • Identity Development during Adolescence 	Quiz 7 due Sundays by 11:55pm.
14 Early Adulthood	04/13/26	<ul style="list-style-type: none"> • Emerging Adulthood & Cognition • Vocational Development Heather Brule and Ellen Skinner • Love and Relationships • Family Life Cycle 	Quiz 8 due Sundays by 11:55pm.

15 Middle Adulthood	04/20/26	<ul style="list-style-type: none"> • Middle Adulthood: Generativity, Intelligence, Personality 	Quiz 9 due Sundays by 11:55pm.
16 Late Adulthood	05/04/26	<ul style="list-style-type: none"> • Late Adulthood • Death, Dying, & Bereavement 	Quiz 10 due Sundays by 11:55pm.
17 Final Exam Period	05/11/26	<ul style="list-style-type: none"> • Finals Week Project • Cultural Connections Activity 	Friday 05/15/26 by 4:00 pm.

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the 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.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)

The use of artificial intelligence (AI) tools such as ChatGPT, Grammarly, Copilot, or similar platforms is permitted in this course with clear boundaries. AI tools may be used to support learning, including brainstorming ideas, creating outlines, clarifying concepts from course readings or lectures, and assisting with grammar or sentence clarity. These tools should be used as learning aids and not as substitutes for independent thinking, analysis, or personal reflection.

Students may not use AI tools to generate complete assignments, discussion posts, quizzes, exams, or reflection papers, nor may they submit AI-generated work as their own. All submitted work must represent the student's original understanding, analysis, and voice. When AI tools are used in the preparation of an assignment (for example, for brainstorming or editing), students are

encouraged to briefly acknowledge this use. Failure to disclose inappropriate or excessive reliance on AI may be considered academic dishonesty.

Submitting AI-generated content as original student work violates the University of Hawai'i Code of Student Conduct and this course's academic integrity standards. Violations may result in a failing grade for the assignment and referral to the appropriate academic office. In accordance with UH guidance and FERPA considerations, the instructor will not upload student work into AI tools or AI-detection software without student consent. If students are ever unsure whether a specific use of AI is appropriate, they should consult the instructor before submitting the assignment.

Here are some [UH Guidelines](#) and [AI Recommendations](#).

Student Responsibilities

- **EXPECTATIONS:** Success in this course will be enhanced by:
 - A positive, inquiring attitude toward the class materials.
 - Setting aside adequate time for studying and careful cogitation of the material.
 - Reading the slides, text and watching the lecture video carefully and making use of other learning materials whenever necessary.
 - Seeking assistance from the instructor whenever necessary.
 - Regularly attending class and, notifying the instructor of an absence and responsibly obtaining and completing assignments by the designated date.
- **MAKE-UP POLICY:** There are no make-up opportunities for discussion posts or homework because of the short time given for this class. Communicate with your instructor in a timely manner if a crisis occurs that keeps you from participating in the course. If you are unable to complete a homework assignment during the specified homework window, email the instructor before the homework period begins to inform them of this. It may be possible for you to take the exam earlier than the specified day/time. Be sure to include the reason for not being able to take the exam. If you do not notify the instructor or if you do not have a justifiable reason, you will receive a score of 0 for that exam.
- **EMAIL:** Be sure to put "HDFS 230" then the nature of the email in the subject line of your email. Please allow for 24 hrs to pass before sending a follow up email.
- Students may check the [Student Notifications](#) page on the website for canceled classes

How to Seek Academic or Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)

- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)
- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#) – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La‘akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Laulima – Click on the [Request Assistance](#) link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

College Policies & Support Services

Disabilities Accommodations Statement

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 Kako‘o 105) for more information.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. 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 is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students’ life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

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, UH System Confidential Advocate
 Phone/Text: (808) 348-0432 or (808) 341-4952
 Email: advocate@hawaii.edu
 Office: Hale Kāko'o 107 (Wednesdays)

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

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

Karen Cho, Deputy Title IX Coordinator
 Phone: (808) 235-7404
 Email: 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 <https://www.hawaii.edu/titleix/>