Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Jennifer J. Higa-King

E-MAIL: higaking@hawaii.edu

COURSE ALPHA and NUMBER: PSY240

COURSE TITLE: Developmental Psychology

ESTIMATED NUMBER OF SECTIONS:
   Fall: 0
   Spring: 1

APPLICATION IS FOR:
   □ New Course   □ Modified Course   ☒ Existing Course   □ Re-designation
   □ Certification   ☒ Re-Certification. Date of last certification: 2001(?)

DIVERSIFICATION AREA DESIGNATION SOUGHT:
   □ DA (Arts)   □ DP (Physical Sciences)
   □ DB (Biological Sciences)   ☒ DS (Social Sciences)
   □ DH (Humanities)   □ DY (Laboratory)
   □ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
Guidelines and explanatory notes for the following questions are located at the end of this document.

1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

<table>
<thead>
<tr>
<th>DS.1. Uses the terminology of theories, structures, or processes in the social or psychological sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2. Identify the major developmental principles, stages, and process, from conception through adulthood.</td>
</tr>
<tr>
<td>SLO 3. Demonstrate knowledge if the major theories and models of developmental psychology and their role in explaining behavior.</td>
</tr>
</tbody>
</table>

All SLOs require students to demonstrate an understanding of the terminology of theories and processes of developmental psychology from a social science perspective. SLOs include processes (SLO 2) and theories (SLO 3) of physical, cognitive, moral reasoning, and socioemotional development across the lifespan.

<table>
<thead>
<tr>
<th>DS.2. Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2. Identify the major developmental principles, stages, and process, from conception through adulthood.</td>
</tr>
<tr>
<td>SLO 3. Demonstrate knowledge if the major theories and models of developmental psychology and their role in explaining behavior.</td>
</tr>
</tbody>
</table>

Students learn about concepts, processes, and models of development (SLOs 2 and 3) based on theories of development. These processes and based on from research using methods in psychological science.

<table>
<thead>
<tr>
<th>DS.3. Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1. Demonstrate an understanding of the research methods and tools of developmental psychology and their strengths and weaknesses.</td>
</tr>
<tr>
<td>SLO 4. Demonstrate an ability to critically review, evaluate, and analyze material from developmental psychology.</td>
</tr>
</tbody>
</table>

SLO 1 refers to objectives aimed at the research tools and methods used in developmental
psychology. Methods covered include descriptive methods (e.g., naturalistic observational methods), case studies, correlational studies, longitudinal methods (especially common in studies on development), and experiments involving manipulation of variables and random assignment of participants to different conditions. Strengths and weaknesses of each method are addressed. Students are also required to write a scholarly paper on a current developmental issue or problem (e.g., bullying, elder-care). The paper requires students to research the topic, analyze the topic in terms of principles and theories from developmental psychology (SLO 4). These objectives, then, are directly aligned with the hallmark, which states that a DS course should cover the qualitative and quantitative methods used in psychological science.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

SLOs are assessed each semester through exams and a term paper. Exams consist of multiple-choice, true-false, matching, short-answer, and essay questions. The questions are designed to assess students’ understanding of specific concepts, theories, and research methods (SLOs 1, 2, and 3). Term papers assess all SLOs with particular attention to SLOs 1 and 4. Term papers are scholarly papers on a current developmental issue or problem (e.g., impulsiveness and decision making). Students must research the topic and propose a study to conduct (SLO 1). In addition, students must review and analyze the topic in terms of principles and theories from developmental psychology (SLO 4).

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Results from the exams and papers are reviewed each semester to determine which concepts and theories students had difficulty comprehending as well as items that students readily understood. For example, item analyses of multiple-choice questions revealed that students did not understand differences between variations of longitudinal research designs (e.g., longitudinal vs. cross-sectional vs. sequential). As a result, I have modified the course to allot more time in class to cover research methods and included a writing assignment in which students evaluated published research in terms of the research method used. Depending on the size of the class, I have also conducted the assignment as part of an in-class group project.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: 2017

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 9 Apr 2012 (Mike Ferguson)
PSY 240 • Developmental Psychology
CRN 20622
3 credits • Fall
Monday/Wednesdays, 11:30am - 12:45pm
Bldg.7, Room 602

Instructor: Jennifer J. Higa, Ph.D.
Office: Bldg. 7, Room 611
Phone: 808-845-9160
Email: JHiga@hcc.hawaii.edu
Office hours: MW 10:00-11:00am, T/Th 11:30-1:00pm, & by appointment

Course Description
This course is an introduction to the branch of psychological science that addresses what we know about human development, from infancy through adulthood and old age, including emotional, mental, physical, social development. Fun stuff! Prerequisite: PSY100.

Student Learning Outcomes (SLOs)
Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of the research methods and tools of developmental psychology and their strengths and weaknesses.
2. Identify the major developmental principles, stages, and process, from conception through adulthood and old age.
3. Demonstrate knowledge if the major theories and models of developmental psychology and their role in explaining behavior.
4. Demonstrate an ability to critically review, evaluate, and analyze material from developmental psychology.
5. Demonstrate an ability to clearly express ideas and opinions in writing and orally.
Learning Resources

Textbook & Study Guides
Each chapter includes “Learning Goals” and links to the textbook’s website where you will find practice quizzes and other useful learning resources. This book is required and is available at the bookstore.

Course Homepage
Lecture outlines, assignments, and other important information will be posted on the course’s website on Laulima. You can get to Laulima either through your MyUH Portal or http://laulima.hawaii.edu/portal. I highly recommend that students logon to the course website daily to check for updates. In particular, students should strongly consider printing the outlines and bringing them to class. The outlines will help you when taking notes in class and will allow you to listen and ask questions.

Email
I will be sending, via email, updates about the course, lectures, exams, schedule, and so forth. Thus, students must be sure to check their UH email accounts on a regular basis. Daily is best!

College Skills Center (CSC)
The CSC is located on the 3rd floor of Building 7. They offer many services including drop-in tutoring for math and writing. Students who are allowed to makeup exams will take the exams at the CSC after arranging a date/time with me.

Disabilities Accommodation Statement
If you have a physical, health, or cognitive disability that might have an affect on your performance or ability to fully participate in this class, you are highly encouraged to contact the Student ACCESS office located in Building 2, room 409. You can also give them a call at phone number 844-2392. Students can find a copy of HCC’s policies and information about physical and academic accommodations under the Disability Access section on the school’s online site.

Attendance and Responsibilities
I want you to succeed! Two important means to success are consistent class attendance and letting me know when you are having difficulties ASAP. I will not take attendance on a formal basis. But, note that students who do the best and get the most out of the course are those who attend. If you miss a class, you are responsible for getting the missed information. If difficulties arise, contact me before the problem affects your performance in the course. Waiting until the end of the semester just does not work. It is your responsibility to let me know, in a timely manner, about a problem. In turn, I will try my best to work with you on finding a solution.
Course Tasks: Keys to Success!

Lectures

Come to class and arrive on time, listen attentively, ask questions, and participate in discussions. Reading the assigned material before the lecture is necessary! Think of lectures as time you set aside for studying. Active learning works best – you’ll increase the likelihood of retaining information in memory.

Schedule

You will find, at the end of this syllabus, when exams will occur and due dates for assignments. Enter these important dates into your personal schedule along with information about your other courses, work schedule, and personal commitments. You will be referring to the syllabus course calendar often; bring these with you to class daily.

Exams

Exams will consist of different types of questions such as multiple-choice, definitions and essay questions. To do well, you will need to memorize definitions and terms, think critically, and apply concepts to show you understand the ideas and terms presented in class and the text.

Term Paper

The term paper will cover a current developmental issue or problem such as bullying, education issues, or elder-care. The paper involves: (1) researching the topic; (2) analyzing the topic in terms of principles and theories from developmental psychology; (3) presenting and integrating your personal experiences within the context of developmental psychology; and (4) propose an experiment on the topic. This is a scholarly paper and you will need to use scholarly references to support your paper. You will use your textbook to find applicable articles. Remember to start your paper early! It can sometimes take a couple of weeks to get a copy of a journal article - either online or through a library. The final draft should be 10 to 15 pages in length, typed and double-spaced following APA style. You must submit a first-draft of the paper and meet with the instructor to discuss revisions before submitting the final draft.

Study

Understanding of the material requires reading the chapter at least twice. Begin by reading the chapter before we discuss the material in class. This will give you an idea of the topics covered. After the lecture, go back and re-read the chapter. Make notes about questions you have about the material and ask me about these items.

Be Conscientious

Attend class regularly and turn assignments and drafts in on time. An important general rule to remember is that you should contact me about their situation before an assignment is due or before an exam takes place.
Final grades are based on:

- 4 Exams  400 out of 500 points (80%)
- 1 Term Paper  100 out of 500 points (20%)

Extra credit (discussed below)

<table>
<thead>
<tr>
<th>Grade (description)</th>
<th>Points earned (approx. %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As (Exceptional)</td>
<td>500 – 450 points (100 - 90%)</td>
</tr>
<tr>
<td>Bs (Superior)</td>
<td>449 – 400 points (89 - 80%)</td>
</tr>
<tr>
<td>Cs (Satisfactory)</td>
<td>399 – 350 points (79 - 70%)</td>
</tr>
<tr>
<td>Ds (Low pass)</td>
<td>349 – 300 points (69 - 60%)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>below 300 points (below 60%)</td>
</tr>
</tbody>
</table>

Extra Credit

Students may earn a **maximum of 10 extra credit points**. Opportunities for earning extra credit include:

- You can earn 5 extra credit points at the end of the semester if you turn in a draft of your term paper in on time.
- Redeem your unused *I Have a Predicament Coupon* for 5 extra credit points.
- Occasional in-class opportunities.

How I Grade

When grading assignments, papers, and exams, I am looking for specific items in the answer. As an aid, I use a grading key or rubric. Some questions I ask myself while grading are:

- Did the student follow the writing assignment or instructions for completing an essay?
- Is the writing clear? Is it organized?
- Did the student cover, fully, all parts of the question or assignment?
- Did the student use key words and ideas covered in lectures and/or the text? That is, did the student provide just an “everyday” or “lay-person” answer? Alternatively, did they use, appropriately, concepts from psychology?
- How thoughtful is the writing assignment or question?
- Can the writer produce complete sentences?
- Is the writing free of grammatical errors and typos?

If I find myself answering “no” to too many of these questions, the paper or essay receives a lower grade.
Exams. Students will not be allowed to keep exams. We will review exams in class and you may review exams throughout the semester in my office. However, you will not be allowed to take the exams with you.

Personal communication and electronic devices. When in class, students must turn off all electronic devices such as cell phones, iPods, MP3 players, and so forth. Such devices are distracting to me as well as your classmates, and they are not conducive to learning. If you find yourself in a situation in which you must answer your cell phone, let me know at the start of class. Otherwise, I expect students to turn off their cell phones once class starts.

Late assignments. An assignment is considered “on time” when submitted in class on the due-date. You have only two additional days to turn in a late assignment. But, there will be a 10% deduction in points for assignments turned in 1 day late and a 20% deduction for assignments turned in 2 days late. Assignments will not be accepted after the second late day and you will be given a zero for the assignment. Keep in mind that you can use the I Have a Predicament Coupon and receive an extension for one of these assignments.

Statement regarding academic conduct. Any act that violates the academic integrity of the institution is considered a form of academic misconduct. Specific examples include, but are not limited to cheating (copying from another student’s test paper or knowingly using, buying, selling, stealing, transporting, or soliciting contents of a test), plagiarism (see below), and collusion (unauthorized collaboration with another in preparing work offered for credit). Students who engage in dishonest behavior will be subjected to HCC’s Student Conduct Code and will receive a failing grade for the assignment and/or the course. Ignorance of the rules will not serve as an excuse for acts of academic dishonesty. See HCC’s Student Conduct Code in the Policy and Procedures, http://honolulu.hawaii.edu/policies/conduct.html.

What’s plagiarism? Plagiarism will not be tolerated. To be clear, it includes the following:

- Turning in a document that you copied (whole/part, small/large) from someone else’s work or source without giving credit to that person or source. A person or source can be from a blog, your friend’s paper, online sources (e.g., Wikipedia, Dogpile), a journal article, magazine, or newspaper. These are just a few examples!
- When you fail to use quotes and references to indicate what you have written is based on someone else’s idea.
- Submitting the same written or oral material in more than one course without authorization from the instructors involved.
- Obtaining and using write-ups from other sections of a course or previous terms, or making-up results to fit expected results.

If you are ever in doubt about plagiarism, ask your instructor! It’s better to be safe than sorry!

I’s and N’s. I will consider giving a student an Incomplete (I) only if they have an acceptable and documented explanation of their situation, completed a majority of the course work, and attended class on a consistent basis. I rarely submit a No Grade (N) for students.

Your best bet: Don’t plan to receive an “N” or an “I” to replace a low grade. Instead, keep up with the course and withdrawal deadlines, and let me know when there is a problem as soon as possible.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics &amp; Assignment Due-Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25, 27</td>
<td>Chapters 1, 2</td>
<td>Course Information. <em>Syllabus, course description, grading, deadlines, &amp; what to expect.</em></td>
</tr>
<tr>
<td>Sept. 3</td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>No class Sept. 1st</td>
<td></td>
<td>The Science of Life-Span Development</td>
</tr>
<tr>
<td>Sept. 8, 10, 15, 17</td>
<td>Chapters 3, 4, 5</td>
<td>Biological Beginnings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prenatal Development and Birth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Development in Infanty</td>
</tr>
<tr>
<td>Sept. 22</td>
<td></td>
<td>EXAM #1</td>
</tr>
<tr>
<td>Sept. 24, 29</td>
<td>Chapters 6, 7</td>
<td>Cognitive and Socioemotional Development in Infanty</td>
</tr>
<tr>
<td>Oct. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 6, 8</td>
<td>Chapters 8, 9</td>
<td>Cognitive and Socioemotional Development in Early Childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Oct. 6th - First Draft of Term Paper Due!</em></td>
</tr>
<tr>
<td>Oct. 13, 15</td>
<td>Chapter 10</td>
<td>Physical and Cognitive Development in Middle and Late Childhood</td>
</tr>
<tr>
<td>Oct. 20</td>
<td></td>
<td>EXAM #2</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Chapter 11</td>
<td>Socioemotional Development in Middle and Late Childhood</td>
</tr>
<tr>
<td>Oct. 27, 29</td>
<td>Chapters 12, 13</td>
<td>Physical, Cognitive, and Socioemotional Development in Adolescence</td>
</tr>
<tr>
<td>Nov. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 5, 10, 12</td>
<td>Chapters 14, 15</td>
<td>Physical, Cognitive, and Socioemotional Development in Early Adulthood</td>
</tr>
<tr>
<td>Nov. 17</td>
<td></td>
<td>EXAM #3</td>
</tr>
<tr>
<td>Nov. 19, 24</td>
<td>Chapters 16, 17</td>
<td>Physical, Cognitive, and Socioemotional Development in Middle Adulthood</td>
</tr>
<tr>
<td>Nov. 26, Dec. 1, 3, 8</td>
<td>Chapters 18, 19, 20</td>
<td>Physical, Cognitive, and Socioemotional Development in Late Adulthood</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dec. 3rd - Final Draft of Term Paper Due!</em></td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Chapter 21</td>
<td>Death and Grieving</td>
</tr>
<tr>
<td>Dec. 15 (Monday)</td>
<td></td>
<td><strong>FINAL EXAM (EXAM #4), 11:30am - 2:20pm</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Evaluations</td>
</tr>
</tbody>
</table>

*Please note that the schedule and topics covered are subject to change!*