Instructor Information
Instructor: Dale Fryxell, Ph.D
Email address: fryxell@hawaii.edu
Phone: 342-8549(c)
Office: Manoa, Kuykendall Annex 3A

Dr. Fryxell has taught numerous courses in both the FAMR and Psychology departments at UH Manoa over the past 20 years. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

Textbook

(REVEL interactive ebook) Feldman, R. S. (2017) Development across the lifespan (8th ed.). Pearson Publishing. There is not a textbook for this course at the bookstores as we will be using an interactive ebook. See instructions for accessing the REVEL website at the end of the syllabus.

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Course 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. (3 hours lecture)

Recommended Preparation: PSY 100.

Course Overview
Life Span Development will provide an intensive study of human physical, cognitive, and social/emotional development from the prenatal period through death. Through the use of on-line papers, activities, and reading, students will have an opportunity to explore theoretical approaches and current issues related to human development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development.
Student Learning Outcomes

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

1. Compare and contrast the various theories of human development and behavior.
2. Describe biological, cognitive, and psychosocial development for each life-span period.
3. Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.
4. Apply human development theories and concepts to personal, social, educational, and occupational experiences.

Course Requirements

No late assignments will be accepted. Course Requirements Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:
A. Developmental Study Papers (2 @ 200 points each) = 400 points
B. REVEL (1445 points possible)
C. Introduction and Questions Assignment (1 @ 20 points)

Total Points = 1865

* Students must complete all course requirements before the end of the semester. No incomplete grades will be given.

A. Developmental Study Papers

1. Child Study Project

1. When you have chosen a child for your study and you are securing the parents' consent, explain that you are doing this research for a course in life-span development, that the child's name will not be used in the report, and that the main purpose of the report is to help you see the relationship between textbook knowledge of child development and real children.

2. Before you begin the study, read/review the text chapters that apply to the age group to which your subject belongs.

3. Collect the information for your paper by using SOME OR ALL of the following research methods:
   (a) Naturalistic observation. Ask the parents when the child is likely to be awake and active, and observe the child for an hour during this time. You should try to be as unobtrusive as possible during your observation.
   (b) Informal interaction. Interact with the child for at least half an hour. Your goal is to observe the child's
personality and abilities in a relaxed setting. The particular activities you engage in will depend on the child's age and character. Most children enjoy playing games, reading books, drawing, and talking. Asking a younger child to show you his or her room and favorite toys is a good way to break the ice; asking an older child to show you the neighborhood can provide insights.

(c) Interviewing parents and other adults responsible for the child's care. Keep these interviews loose and open-ended. Your goals are to learn: (1) the child's history, especially any illnesses, stresses, or problems that might affect development; (2) the child's daily routine, including play patterns; (3) current problems that might affect the child; (4) a description of the child's character and personality, including special strengths and weaknesses. You are just as interested in the parents' attitudes as in the facts, so it might make sense to concentrate on conversing during the interview, and then to write down all you have learned as soon as the interview has been completed.

(d) Testing the child. Assess the child's perceptual, motor, language, and intellectual abilities by using specific test items you have planned in advance. The actual items you use will depend on the age of the child. For instance, you would test object permanence in an infant between 6 and 24 months old; you would test conservation in a child between 3 and 9 years old; and logical thinking in an adolescent. Likewise, testing language abilities might involve babbling with an infant, counting words per sentence with a preschooler, and asking a school-age child to tell a story.

4. When writing the report, do not simply transcribe your findings from the various techniques you used.
(a) Begin by reporting relevant background information, including the child's birth date and sex, age and sex of siblings, economic and ethnic background of the family, and the educational and marital status of the parents.
(b) Describe the child's physical, cognitive, emotional, and social development, citing at least 10 (underline these in the body of your paper) supporting theories and concepts from the textbook or your research to substantiate any conclusions you have reached.

The final paper should be 4 to 5 pages, double-spaced with one inch margins. Please use font size of 12.

2. Adolescent/Adult Study Project

1. When you have chosen an adolescent or adult for your study, explain that you are doing this research for a course in life-span development psychology, that the person's name will not be used in the report, and that the main purpose of this study is to help you see how textbook knowledge applies to real life.

2. Before you begin the study, read/review the chapters that apply to the age group to which the subject belongs. You may use ANY or ALL of the following research methods:

(a) Naturalistic observation. Accompany the person to school, work, or to some social setting. Try to be as unobtrusive as possible; maintain some distance from the person and those with whom the person interacts.

(b) Informal interaction. Interact with the person for at least half an hour. Some possible topics for discussion: What are the subject's favorite (and least favorite) activities? What experiences from the subject's past have been most influential to the subject's present life? What have been the influences of family, friends, and mentors in the subject's choice of employment and satisfaction with work? What other factors have been important (education, personal preference, financial needs, temperament, and so on)? How does the subject balance work responsibilities and family life? Questions about current events can elicit information about values and character. Note the subject's attitudes and responses: Does the subject seem shy or open, easygoing or difficult to get along with, have a sense of humor about him- or herself? Does the subject accept responsibility for his or her life and actions, or blame others? Does the subject seem satisfied or dissatisfied with his or her personal life, family, choice of employment, etc.?

(c) Interview. Conduct an interview with your subject and, if possible, with a relative or a friend of the subject. Keep these interviews loose and open-ended. Your goals are to learn: (1) the person's history, especially any past illnesses, stresses, or problems that might affect development; (2) the person's daily routine, including patterns of school, work, and recreation; (3) current problems that might affect the person; (4) temperament, character, and personality, including special strengths and weaknesses.

(d) Testing the person (optional). You can learn about your subject's thinking by designing or using a test suitable
for eliciting the type of information in which you are interested (e.g. moral reasoning, dialectical thinking, attitudes, and interests).

3. When writing the report, do not simply transcribe your findings from the various techniques you used.

(a) Begin by reporting relevant background information, including your subject’s birth date and sex, age and sex of siblings, children or grandchildren if any, economic and ethnic background of the family, and the educational and marital status of the parents.

(b) Describe your subject’s physical, cognitive, emotional, and social development, citing at least 10 supporting theories and concepts (underline these in the body of your paper) from your research to substantiate any conclusions you have reached. The final paper should be 4 to 5 pages, double-spaced with one inch margins. Please use font size of 12.

To Send your papers deposit them in the Assignment dropbox in Laulima.

B. REVEL (1445 points) REVEL is an interactive ebook that has videos, quizzes, and other resources embedded in it. While completing the work for each chapter you will be completing quizzes which will earn you points.

C. Introduction and questions (1 @ 20 points) Provide a brief introduction of yourself (who you are and why you are taking this course) then list 10 questions related to human development that you would like to explore as you go through the course (i.e., What role do different parenting styles play in the development of a child? or What happens to cognitive functioning as a person ages?). This entire activity should be one page or less.

**Grading**

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>D-</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Class Absence Policy**

While this is an online course, students are expected to complete all work for the course as outlined on the course syllabus, however, there may be several reasons why a student may not able to submit assignments by the due dates. In general, excused absences include any university sanctioned sports activities illness, or death in the family (see below for documentation requirements). Keep in mind that you will still be responsible for making up any quizzes, exams, assignments, etc. that were missed during your absence and it is **your responsibility** to make the necessary arrangements with me preferably ahead of time if possible.

**Funeral**

- Obituary from local newspaper
- Card from funeral home with deceased person’s name
• E-mail from a parent or guardian confirming the date(s) of absence and relationship to the deceased

**Health absence**

• All illness- or injury-related absences require an official note from the health center or doctor’s note.

**Sports absence/School group event**

• A student who is a member of an authorized team or organization for which events are scheduled is excused from class attendance during the time actually spent away from the campus or during the hours of the events on campus. Official documentation from your coach/athletic or event Director is required.

**Plagiarism/Honesty Policy**

PLAGIARISM, defined as “the act of passing off as one's own the ideas or writings of another” (http://owl.english.purdue.edu/owl/resource/589/01/) is unacceptable and will result in a failing (“F”) grade for the assignment. Work submitted to other instructors to fulfill other class requirements may NOT be submitted to meet requirements of this class.

It is a privilege to be a member of the University of Hawai‘i at Manoa community. This privilege provides students with the opportunity to learn and to participate in the many programs that are offered on campus. Along with this privilege, students are expected to be responsible in relationships with others and to respect the interests of the institution. These interests are fully set forth in the University’s Student Conduct Code, which can be found at http://studentaffairs.manoa.hawaii.edu/policies/conduct_code.

**Disabilities Accommodation Statement**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

**Course Calendar** (For the assigned chapter each week, you should complete the appropriate chapter section in REVEL)

<table>
<thead>
<tr>
<th>#1 – August 20</th>
<th>An Introduction to Lifespan Development</th>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and questions due Sunday, August 26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2 – August 27</th>
<th>The Start of Life</th>
<th>Chapter 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#3 – September 3</th>
<th>Birth and the Newborn Infant</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4 – September 10</td>
<td>Infancy</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5 – September 17</th>
<th>Infancy</th>
<th>Chapter 5 &amp; 6</th>
</tr>
</thead>
</table>
#6 – September 24
Preschool Years
Chapter

#7 – October 1
Preschool Years
Chapter 8

#8 – October 8
Middle Childhood
Chapter

#9 – October 15
Middle Childhood
Chapter 10

#10 – October 22
Adolescence
Chapter 11

Child Study Project Due October 28th

#11 – October 29
Adolescence
Chapter 12

#12 – November 5
Early Adulthood
Chapters 13 & 14

#13 – November 12
Middle Adulthood
Chapters 15 & 16

#14 – November 19
Late Adulthood
Chapters 17 & 18

#15 – November 26
Death and Dying
Chapter 19

#16 – December 3
Final Project - Adolescent/Adult Study Paper Due December 7th

It's time to access Revel Development Across the Life Span, 8e, the course materials for FAMR230 Human Development Fall 2018 WCC

Here’s how:
1. Go to: https://console.pearson.com/enrollment/5nb1m5

2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.)

Here's more information for your course section:
Course start date: Aug 20, 2018
Course end date: Dec 14, 2018