



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** FAMS

**Course Title:** Life Span Development in the Family

**Year:** 2025

**Course and Section #:** 1500-001

**Credits:** 3

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### ***Course Description***

Explores genetic and environmental influences on human development and behavior from conception and birth through old age and death. Examines typical physical, cognitive, and psychosocial changes at each developmental stage throughout the lifespan. Explores major theoretical perspectives on human development. Emphasizes how the context of family influences development of the individual.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Dr. Aimee Fox

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### ***Student Learning Outcomes***

1. Evaluate human development research.
  2. Describe typical human development across the lifespan.
  3. Evaluate the influence of family in developmental processes within the three major areas: physical, cognitive, and psychosocial.
  4. Explain major developmental theories and influences of biology and the environment on human development and behavior.
  5. Outline the scientific process, and how it is used to study human development and behavior.
  6. Assess how developmental issues may influence family life education or other family interventions.
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### ***Course Materials and Texts***

Berger, K. S. (2022). *Invitation to the Life Span (5<sup>th</sup> ed.)*. New York: Worth Publishing.

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

- Class participation and Engagement: attendance and participation in in-person class. (20% of overall grade)
- Quizzes: short assessments administered online every other week that include problem-solving questions on material covered in the course. (25% of overall grade)
- Developmental Tool Kit for Families Across the Lifespan: weekly assignments wherein students create developmental tools that align with developmental stages and apply course content in real-life scenarios. (50% of overall grade)
- Developmental Theory Paper: final project that requires research and summary of a developmental theorist/theory using academic sources. (5% of overall grade)

Final grades are based on the following breakdown:

100% - 94% = A	82.9% - 80% = B-	69.9% - 66% = D+
93.9% - 90% = A-	79.9% - 76% = C+	65.9% - 63% = D
89.9% - 86% = B+	75.9% - 73% = C	62.9% - 60% = D-
85.9% - 83% = B	72.9% - 70% = C-	59.9% and below = F

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### **Required or Recommended Reading Assignments**

All required reading use chapters from the course text that align with the lectures below.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Ch 1: The Science of Human Development

Ch 2: Prenatal Development

Ch 3 & 4: Infant Development

Ch 5 & 6: Early Childhood

Ch 7 & 8: Middle Childhood

Ch 9 & 10: Adolescence

Ch 11: Emerging Adulthood

Ch 12 & 13: Adulthood

Ch 14 & 15: Late Adulthood

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## ***Required Course Syllabus Statements***

### **Generative AI**

I acknowledge that AI programs can be one of the many tools students utilize to facilitate learning, but they may also be used to generate plagiarized responses to assignments. I expect that all work students submit for this course will be their own. You may use AI programs (such as ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (such as being plagiarized from innumerable sources). Use of AI programs may also stifle your own independent and critical thinking skills and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the

quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with according to academic integrity policies discussed below.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.