



## 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:** PSY

**Course Title:** Lifespan Psychology

**Year:** 2025

**Course and Section #:** 1100-008

**Credits:** 3

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### ***Course Description***

Human development through the lifespan (psychology 1100) 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 life span. Explores major theoretical perspectives on human development.

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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:** Kirra Marshall

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

By the end of the course, students will be able to:

1. Evaluate human development research.
  2. Describe typical human development across the life span.
  3. Explain major developmental theories and influences of biology and the environment on human development and behavior.
  4. Outline the scientific process, and how it is used to study human development and behavior.
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### ***Course Materials and Texts***

- Papalia, Diane E., & Martorell, G. (2021). *Experience Human Development, 14<sup>th</sup> Edition*. McGraw-Hill. (E-textbook version, accessible via the McGraw-Hill Connect System, which is linked in Canvas)

- Access to Canvas/internet

## Course Requirements

### Course Assignments, Assessments, and Grading Policy

Your final grade in this course will be based on the number of points you earn through various assessments of your understanding. These specific assessments are outlined below and described in more detail on the following pages. Due dates for all assignments are listed in the Schedule at the end of this syllabus as well as on Canvas. **It is YOUR responsibility to be aware of due dates and to submit assignments on time. Late submissions will not be accepted and will receive 0 points.** For all assignments, you must complete and submit your own work—students who submit another person’s work as their own are committing plagiarism, will receive 0 points, and are subject to additional repercussions (see section below on Academic Integrity for more information).

#### The assignments in this class include:

1. Four in-class examinations, each worth 75 pts (Total = 300 pts possible)
2. One OPTIONAL comprehensive remedial (make-up) exam (75 pts possible, replaces your lowest exam score, including a missed exam).
3. Participation points (Total: 100 points)
4. Two discussion question submissions, each worth 5 pts (Total=10 pts possible)
5. One out-of-class experience/Interview (Total = 35 pts possible)
6. Two homework assignments, each worth 35 pts (Total = 70 pts possible)
7. One OPTIONAL remedial (make-up) homework (35 points possible, replaces your lowest homework score, including a missed homework)
8. Three term paper prep assignments, each worth 5 points (Total = 15 pts possible)
9. One Term Paper (Total = 70 pts possible)

Thus, there is a maximum of 600 points available in this course. Final grades will be assigned according to the following scale:

|           |               |                  |            |                 |                  |
|-----------|---------------|------------------|------------|-----------------|------------------|
| <b>A</b>  | 94% and above | 564 – 600 points | <b>C-</b>  | 70 – 72.9%      | 420 – 460 points |
| <b>A-</b> | 90 - 93.9%    | 540 – 563 points | <b>D+</b>  | 67 – 69.9%      | 402 – 419 points |
| <b>B+</b> | 87 – 89.9%    | 522 – 539 points | <b>D</b>   | 63 – 66.9%      | 378 – 401 points |
| <b>B</b>  | 83 - 86.9%    | 498 – 521 points | <b>D-</b>  | 60 – 62.9%      | 360 – 377 points |
| <b>B-</b> | 80 – 82.9%    | 480 – 497 points | <b>F/E</b> | 59.9% and below | 0 – 359 points   |
| <b>C+</b> | 77 – 79.9%    | 462 – 479 points |            |                 |                  |
| <b>C</b>  | 73 – 76.9%    | 438 – 461 points |            |                 |                  |

### Required or Recommended Reading Assignments

Papalia, Diane E., & Martorell, G. (2021). *Experience Human Development, 14<sup>th</sup> Edition*. McGraw-Hill. Chapters 1-19 as we cover chapters in class.

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

- Chapter 1: Introduction
- Chapter 2: Theories & Research

- Chapter 3: Forming a new life
  - Chapter 4: Birth and physical development the first three years of life
  - Chapter 5: Cognitive development the first three years of life
  - Chapter 6: Psychosocial development the first three years of life
  - Chapter 7: Physical and cognitive development-early childhood
  - Chapter 8: Psychosocial development-early childhood
  - Chapter 9: Physical and cognitive development-middle childhood
  - Chapter 10: Psychosocial development-middle childhood
  - Chapter 11: Physical and cognitive development-Adolescence
  - Chapter 12: Psychosocial development-Adolescence
  - Chapter 13: Physical and cognitive development-Emerging adulthood
  - Chapter 14: Psychosocial development-Emerging Adulthood
  - Chapter 15: Physical and cognitive development-Middle adulthood
  - Chapter 16: Psychosocial development-Middle Adulthood
  - Chapter 17: Physical and cognitive development-Late adulthood
  - Chapter 18: Psychosocial development-Late Adulthood
  - Chapter 19: Dealing with death and bereavement
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## ***Required Course Syllabus Statements***

### **Generative AI**

As we embrace the evolving landscape of technology in education, it is important to define clear guidelines for the use of Artificial Intelligence (AI) tools in this course. AI can be a powerful aid in your learning process, but it is crucial to use it responsibly and ethically. Below are the guidelines for AI usage in this course:

#### **Permitted Uses of AI:**

- **Brainstorming and Refining Ideas:** You may use AI for brainstorming sessions and refining your conceptual understanding of course topics.
- **Fine-Tuning Research Questions:** AI can assist in sharpening your research questions to ensure they are well-defined and focused.
- **Finding Information:** You can employ AI to gather preliminary information on your topic. However, ensure that you critically evaluate and verify this information.
- **Drafting Outlines:** AI can be used to help create initial outlines for your assignments to organize thoughts and structure your work.
- **Grammar and Style Checks:** Use AI for checking grammar and improving the stylistic aspects of your writing.

#### **Prohibited Uses of AI:**

- **Impersonation in Classroom Contexts:** Do not use AI to compose or respond to discussion board prompts, Teams/Canvas chats, or any communication that is meant to reflect your personal understanding and engagement.
- **Completing Assigned Group Work:** AI should not be used for completing tasks assigned specifically to you in group projects unless there is a mutual agreement within the group.

- **Drafting Writing Assignments:** You must not use AI to write drafts of your assignments. This includes generating entire sentences, paragraphs, or papers.

### **Responsibility and Accountability:**

You are responsible for all the information you submit based on AI queries. This includes ensuring the content does not violate intellectual property laws, contain misinformation, or unethical content.

All use of AI tools must be properly documented and cited. This aligns with university policies on academic honesty.

Clearly indicate which parts of your submitted work are your own and which are generated by AI. Remember, no more than 25% of your work should be AI-generated.

### **Seek Clarification:**

If any part of this policy is unclear or if you have doubts about the appropriateness of AI usage in a specific context, please reach out to me for clarification before submitting your work.

Adhering to these guidelines will ensure that AI serves as a beneficial tool in your educational journey while maintaining academic integrity and personal responsibility.

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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.