



## 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

**Year:** 2025

**Course Prefix:** PSY

**Course and Section 1100 - 013**

**Course Title:** Human Development Life Span

**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 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:** Cheryl Williams

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

1. Evaluate human development research.
  2. Describe typical human development across the life span.
  3. Explain major development 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, D., & Martorell, G. *Experience Human Development, 14<sup>th</sup> Edition*. McGraw-Hill. ISBN – 1260788717

PROVIDED FOR YOU IN CANVAS

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### ***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 assessment of you understanding. These specific assessments are outlined below and described in more detail in Canvas.

Due dates for all assignments are listed in Canvas. It is YOUR responsibility to be aware of due dates and to submit assignments on time. **Late submissions will receive 10% deduction per day, no exceptions.**

1. Five examinations, **NO comprehensive final**, I will drop the lowest (20% of your grade)
2. Chapter Quizzes - these will close on the 2nd day of the Exam in which they are part of (20% of your grade)
3. 3 out-of-class experiences; “Interview” Papers. Details on Canvas Assignment. in MS Word, APA format (30% of your grade)
4. Individual Chapter Presentation. Details on Canvas Assignment (30% of your grade)
5. Final grades will be assigned according to the following scale:

A	93+%	C	73-76.9%
A-	90-92.9%	C-	70–72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60–62.9%
C+	77-79.9%	F (E)	< 60%

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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

Chapter 1: The Study of Human Development

Chapter 2: Theory and Research

Chapter 3: Forming a New Life

Chapter 4: Birth and Physical Development during the Frist Three Years

Chapter 5: Cognitive Development during the First Three Years

Chapter 6: Psychosocial Development during the Frist Three Years

Chapter 7: Physical and Cognitive Development in Early Childhood

Chapter 8: Psychosocial Development in Early Childhood

Chapter 9: Physical and Cognitive Development in Middle Childhood

Chapter 10: Psychosocial Development in Middle Childhood

Chapter 11: Physical and Cognitive Development in Adolescence

Chapter 12: Psychosocial Development in Adolescence



Chapter 13: Physical and Cognitive Development in Emerging and Young Adulthood  
Chapter 14: Psychosocial Development in Emerging and Young Adulthood  
Chapter 15: Physical and Cognitive Development in Middle Adulthood  
Chapter 16: Psychosocial Development in Middle Adulthood  
Chapter 17: Physical and Cognitive Development in Late Adulthood  
Chapter 18: Psychosocial Development in Late Adulthood  
Chapter 19: Dealing with Death and Bereavement

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

### **Generative AI**

Easily accessible tools powered by Artificial Intelligence (AI) are growing in popularity. In this class if you want to use AI tools, I want you to be able to use these tools in an effective and ethical way. My goal is for you to learn and develop critical thinking and creative skills and AI doesn't need to work against that goal. For work in this class, if you use AI you will be required to add a short AI disclosure statement *or* cite the AI you use in APA style. We'll have more on how to do this in our upcoming assignments, but please read the following:

**AI Disclosure Statement:** With the proliferation of easy-to-use generative AI tools, we're collectively trying to figure out what our world looks like. In academia, publishers like Elsevier are requiring authors to include statements disclosing the use of generative AI in their manuscripts. APA has guidelines about citing ChatGPT specifically. And different universities are giving guidelines for students and professors alike. Bills are even being proposed in Congress about AI disclosures!

For this class, I'm asking those of you that are using AI to disclose it in an AI disclosure statement at the ends of your papers. This page is to give you some examples. Here they are:

- I used ChatGPT to help me write a title for this paper with a joke in it. It gave me a list of 5 examples and I chose the one that fit my paper best. (*I have actually done this one when I couldn't come up with a good joke on my own*).
- I gave ChatGPT several prompts to explain gestalt principles (Give me examples of how gestalt principles can be used in design, explain the gestalt principle of closure with examples, etc.) and used these to find ways to redesign my flyer. When I decided on which gestalt principles I wanted to use, I double-checked the definitions and ideas from ChatGPT alongside the readings from class.
- I copied and pasted a draft of my essay into Bard and asked it to clean up the text. I reviewed the output for accuracy and ensured it still contained my original ideas and then submitted the final paper with a few additional edits.
- I copied an abstract from a peer-reviewed article into Grammarly's summarize tool to get a better idea of what the article was about. Then I read the article and summarized it further to apply it to my applied problem.
- I copied and pasted my essay into Snapchat's "My AI" and asked it to give me feedback. It told me to add transition words and that I did a good job. I added the suggested transitions and submitted the paper.
- I gave ChatGPT a list of concepts I want to use for my final applied problem as well as the context of the problem and used an outline it produced for writing my paper.
- I asked ChatGPT to generate definitions of neural networks and heuristics and used those definitions in my paper. I checked them for accuracy by comparing with the readings and then cited them in APA style for ChatGPT.
- I gave ChatGPT bullet points of what I wanted to include in my applied problem including definitions from the text, specific examples from my creation, and a summary from an applied



problem and asked it to turn that information into an essay. I then reviewed the essay and edited it for accuracy and to ensure it met the requirements of the assignment.

**If I suspect you have used A1 – I will run it through a checker – and if you have not cited that you did use A1 in some way, you will receive a zero on your assignment.**

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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<sup>4</sup> 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.