



## 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:** Human Development

**Year:** 2025

**Course and Section #:** 1100-016

**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:** TJ Harmon, CMHC, NCC

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

- Improve your understanding of typical human development across the life span.
  - Improve your understanding of the individual and interactive influences of biology and the environment on human development and behavior.
  - Improve your understanding of the scientific process, and how it is used to study human development and behavior.
  - Improve your critical thinking skills, esp. your ability to think critically about course topics.
  - Foster an awareness of “best practices” that you can apply to your own life.
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### ***Course Materials and Texts***

Papalia, Diane E., Feldman, Ruth D., & Martorell, G. (2011). Experience Human Development, 15<sup>th</sup> Edition. McGraw-Hill. ISBN -10: 0078035147 / ISBN-13: 978-0078035142  
(Available through McGraw-Hill Connect. YOU DO NOT NEED TO PURCHASE THE TEXT!).

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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 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. It is YOUR responsibility to be aware of due dates and to submit assignments on-time. Late submissions will receive 10 points off at the most. 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 examinations, each worth 60 pts (40% of your grade)
2. Two homework assignments; in MS Word format, MLA structured, each worth 30 pts (20% of your grade)
3. Term preps and paper, worth 90 pts (20% of your grade)
4. Out of Class Experience, worth 30 pts (Part of assignments so it is included with the 20% of your grade).
5. Plus, one Extra Credit homework (5% to total grade)

### **Four (4) class examinations**

-Exams are on Canvas.

-Each exam is worth up to 60 points.

-Each exam consists entirely of multiple-choice questions.

-These exams are not comprehensive (each exam only covers the most recent chapters in the textbook since the previous exam).

-Each exam will include items from both the assigned readings and additional lecture information.

Please note: lecture does not entirely duplicate the text, and some important topics will only be covered in the readings.

### **Two (2) homework (HW) assignments**

-Each homework is worth up to 25 points.

-Homeworks will contribute up to 60 points toward your final grade. Submitted in MS Word format.

-Each homework is a 2-3 page research paper on a topic related to a specific issue related to human development. This includes giving a summary followed by what you learned from your research.

### **One (1) out of class experience**

-The out of class experience is worth up to 25 points. Submitted in MS Word format.

-The purpose of this assignment is to allow you to learn first-hand about human development from a source other than the class materials and classroom time

-Your out of class experience will involve interviewing one of the following: Your own parent(s)/guardian(s). Someone else’s parent(s)/guardian(s). A professional who works in the human services field. This may include a schoolteacher, a doctor, a daycare professional, a social worker, etc. If you are unsure about who might qualify, ask your instructor

-The due date for the out of class experience is listed below in the Schedule (you are encouraged to begin working on this at least two weeks before the due date)

**Four (4) term paper prep assignments**

-Each prep assignment is worth up to 10 points. Prep assignments will contribute up to 20 points toward your final grade. These prep assignments will provide the framework for your term paper (described below).

-In each prep assignment, you will determine and describe some characteristics about your hypothetical or “virtual” person (such as their gender, presence of genetic defects, etc.). You will also briefly describe how some of these characteristics might affect the person’s development.

-The due dates for the term paper prep assignments are listed below in the schedule.

**Term paper**

-Term paper is worth up to 50 points. Submitted in MS Word format.

-This paper is also referred to as your “Virtual Person Paper”, because you will write about the development of a hypothetical, or virtual person

-8 to 10 pages (double-spaced, 12-pt. Times New Roman, Ariel or Calibri font, 1-inch margins).

**One (1) optional remedial (make-up) homework (HW) assignment for Extra Credit**

-Same requirements as Homework 1 and 2.

-Worth up to 50 points.

-If you missed one of the initial homeworks or assessments, then you should definitely complete the extra credit.

**GRADING POLICY HERE**

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Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

<b>Grade</b>	<b>Percent</b>
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

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

#### Introduction to Human Development

1. Discuss the purpose of studying human development.
2. Learn about the principles of development
3. Introduce the 3 domains of development: Physical, Psychosocial, and Cognitive

#### Theory and Research

1. Review the scientific method
2. Review each research designs
3. Learn about the 5 theoretical orientations: Psychoanalytic, Learning, Cognitive, Contextual, and Evolutional/Biopsychosocial.

#### Prenatal Development

1. Learn about conception, genes, DNA, and characteristics/traits.
2. Historical and cultural development of prenatal care and survival rates.
3. Learn about teratogens and birth defects.

#### Chapters 4-18 cover the following:

1. Physical Development
2. Cognitive Development
3. Psychosocial Development
4. Each Domain of Development (Physical, Cognitive, and Psychosocial) is covered under the 5 theoretical orientations (Psychoanalytic, Learning, Cognitive, Contextual, and Evolutional/Biopsychosocial).
5. Key developers are Piaget, Erik Erikson, B.F. Skinner, and Bandura, etc.
6. We cover 8 lifespans: Prenatal, Infancy, Early Childhood, Middle Childhood, Adolescence, Emerging Adulthood, Middle Adulthood, and Late Adulthood.
7. Learn about cultural and historical changes over time.

## Facing Death and Loss

1. Learn about cultural and historical applications of dealing with death
2. Learn about different grieving cycles

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

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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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.