



## 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 #:** 1100-602

**Course Title:** Human Development Life Span

**Credits:** 3

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### ***Course Description***

Human Development 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***

First and last name, along with preferred title (e.g., Dr., Professor)

**Instructor Name:** Lucy Shirisia, Professor

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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. (2024). *Experience Human Development, 15<sup>th</sup>* McGraw-Hill. (E-textbook version, accessible via the McGraw-Hill Connect System, which is linked in Canvas)

*Please note: if you have registered for PSY 1100, you have paid a course fee which will provide you access to the E-textbook. Because of this, you do NOT need to purchase the textbook separately.*

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## ***Course Requirements***

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

#### **ASSIGNMENTS & GRADING SPECIFICS**

##### ***Eight (8) quizzes 45%***

- Quizzes are on canvas.
- Each quiz consists entirely of multiple-choice questions
- Although questions will be multiple choice, they will *not* be focused simply on definitions. Instead, they will require you to apply your understanding to solve problems.
- These quizzes are not comprehensive (each exam only covers the most recent chapters in the textbook since the previous exam).  
Quizzes will be open note and open book. It will not be open friend. Please complete your own work.

##### ***Discussion questions (DQs) 5%***

- Instructions will be posted on Canvas & submission occurs on Canvas
- Develop a question related to the material we have recently covered, or are about to cover in class.
- **After you have created a discussion question. Reply to 4 other posts. Creating 5 total posts. Make sure posts are at least 50 words in length.**
  - The length of the question is of secondary importance to the *quality* of the question.
  - **Do not** ask questions that can be easily answered by looking at the textbook. For instance, “what is the definition of neuroplasticity?” is not an acceptable discussion question because there is basically one answer, and it’s in the text.  
Ask questions that interest you, and that might spark discussion. For instance, “how might the causes and effects of neuroplasticity differ for an adolescent than an older adult?” would be a good example of a discussion question because there are a variety of answers, some of which might be in the text, and others might not.
  - Read relevant parts of the textbook *before* you begin developing your discussion question—for instance, if your discussion question is about infant development, read relevant sections of the text that cover infant development before you write your discussion question. I also encourage you to talk with your fellow students and see what types of discussion questions they’re interested in; this will help you develop your own questions. You should also feel free to ask your instructor and your fellow students questions in class that might help you develop your discussion questions.
  - *Please note: a good discussion question might have numerous answers, or there might not even be any answer. However, if the question promotes discussion and critical thinking, then it’s a good discussion question.*

## **PROJECTS 40%**

### ***Interview***

- Instructions will be posted on Canvas, submission will occur on Canvas
  - Interview 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 school teacher, a doctor, a daycare professional, a social worker, etc. If you are unsure about who might qualify, ask your instructor,

### ***Research Paper***

- Instructions and materials will be posted on Canvas, submission will occur on Canvas
- Research Paper is worth 35 points
- Create a thesis statement and find academic articles to support your thesis statement.
- Include cover page, abstract and Reference page.
- Use APA formatting.
- Use UVU databases to find academic articles.

### ***Presentation***

- Instructions and materials will be posted on Canvas, submission will occur on Canvas
- Presentation is worth 35 points
- Pick a theorist to further explore his/her contribution to Human Development research.
- Use any electronic means to video record your presentation.
- Use APA formatting.
- Include PowerPoint slides with a Reference page.

## **GRADING OVERVIEW**

Final grades will be assigned according to the following scale:

A	93+%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%

D-	60–62.9%
F (E)	< 60%

***In Class Participation/ Attendance 10%***

Your active participation and regular attendance are key ingredients to your success and enjoyment in this course. They’re worth 10% of your grade because your insights, questions, and interactions help create a vibrant learning environment for everyone. So, get ready to dive in, share your thoughts, and be present in every session. **Attendance will be taken every class period, if late, please notify instructor after class.**

***EXTRA CREDIT***

You will have the option to do extra credit throughout the semester. Instructions are on canvas labeled as Extra credit. In addition, you will be given the opportunity to earn extra credit during class activities.

SRI: You will earn 5 points for taking the time to complete the end of the semester course evaluation. Instructions are on canvas.

***LATE ASSIGNMENTS***

A penalty will be assessed for late work. This starts with the first day it is late (e.g., if due on Sunday and turned in past 11:59 p.m. The canvas gradebook system applies it automatically, and unfortunately canvas does not have a “grace period”. After the deadline, *you lose 10% of the points per day that it is late, including weekends* (e.g., if due on Sunday and submitted at 12:01 a.m. Monday morning; if the assignment is worth 5 points, the most you can get will be 4.5 points; if submitted on Tuesday, another 10% will come off the maximum grade, so the most you can get is 4 points on the homework, and so on).

It is your responsibility to make sure your submission is accepted in Canvas (you will want to double-check it is there; do not assume that it posted). This will not count as an emergency unless there is a system-wide problem or documented technical issue for which you contacted UVU's Help Desk. In other words, get things in on time and I would not wait until the last minute (you do not have to wait until the due date to submit assignments if you have completed it). Also, remember that some points (even with a penalty) are better than no points.

**Required or Recommended Reading Assignments**

Papalia, Diane E., & Martorell, G. (2024). *Experience Human Development, 15e<sup>th</sup>*

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

Reading

Week	Readings	Lecture Topic
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<b>Week 1</b> Mon Jan 6		Intro: Syllabus and Research in the Social Sciences
<b>Week 2</b> Mon Jan 13	Ch. 1	<ul style="list-style-type: none"> <li>· Research in the Social Sciences</li> <li>· The Study of Human Development</li> </ul>
<b>Week 3</b> Mon Jan 20	Ch. 1, 2	<ul style="list-style-type: none"> <li>· The Study of Human Development</li> <li>· Theory and Research</li> </ul>
<b>Week 4</b> Mon Jan 27	Ch. 3, 4	<ul style="list-style-type: none"> <li>· Forming a New Life</li> <li>· Birth and Physical Development During the First Three Years</li> </ul>
<b>Week 5</b> Mon Feb 3	Ch. 4, 5	<ul style="list-style-type: none"> <li>· Birth and Physical Development During the First Three Years</li> <li>· Cognitive Development During the First Three Years</li> </ul>
<b>Week 6</b> Mon Feb 10	Ch. 5, 6	<ul style="list-style-type: none"> <li>· Cognitive Development During the First Three Years</li> <li>· Psychosocial Development During the First Three Years</li> </ul>
<b>Week 7</b> Mon Feb 17	Ch 6, 7	<ul style="list-style-type: none"> <li>· Psychosocial Development During the First Three Years</li> <li>· Physical and Cognitive Development in the Early Childhood</li> </ul>

<b>Week 8</b> Mon Feb 24	Ch. 7, 8	<ul style="list-style-type: none"> <li>· Physical and Cognitive Development in the Early Childhood</li> <li>· Psychosocial Development in Early Childhood</li> </ul>
<b>Week 9</b> Mon Mar 3	Ch. 8, 9	<ul style="list-style-type: none"> <li>· Psychosocial Development in Early Childhood</li> <li>· Physical and Cognitive Development in Middle Childhood</li> </ul>
Mon Mar 10	<b>Spring Break</b>	<b>Spring Break</b>
<b>Week 10</b> Mon Mar 17	Ch. 9, 10	<ul style="list-style-type: none"> <li>· Physical and Cognitive Development in Middle Childhood</li> <li>· Psychosocial Development in Middle Childhood</li> </ul>
<b>Week 11</b> Mon Mar 24	Ch. 10, 11	<ul style="list-style-type: none"> <li>· Psychosocial Development in Middle Childhood</li> <li>· Physical and Cognitive Development in Adolescence</li> </ul>
<b>Week 12</b> Mon Mar 31	Ch. 11, 12	<ul style="list-style-type: none"> <li>· Physical and Cognitive Development in Adolescence</li> <li>· Psychosocial Development in Adolescence</li> </ul>
<b>Week 13</b> Mon Mar 31	Ch. 12, 13,14	<ul style="list-style-type: none"> <li>· Psychosocial Development in Adolescence</li> <li>· Physical and Cognitive Development in Emerging and Young Adulthood</li> <li>· Psychosocial Development in Emerging and Young Adulthood</li> </ul>

<b>Week 14</b> Mon Apr 7	Ch.14, 15,16	<ul style="list-style-type: none"> <li>· Psychosocial Development in Emerging and Young Adulthood</li> <li>· Physical and Cognitive Development in Middle Adulthood</li> <li>· Psychosocial Development in Middle Adulthood</li> </ul>
<b>Week 15</b> Mon Apr 21	Ch. 17,18,19	<ul style="list-style-type: none"> <li>· Physical and Cognitive Development in Late Adulthood</li> <li>· Psychosocial Development in Late Adulthood</li> <li>· Dealing with Death and Bereavement</li> </ul>
<b>Week 16</b> Mon Apr 28		<b>Final Exams</b>

*\*This schedule can change at the instructor's discretion.*

## ***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.