



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: PSY

Course and Section #: 1100 X01 & X02

Course Title: Human Development Life Span

Credits: 3

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.

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.](#)

Instructor Information

Instructor Name: Leo Schlosnagle, Ph.D.

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

Textbook: Papalia, Diane E., & Martorell, G. (2024). *Experience Human Development, 15th Edition*. McGraw-Hill.

Slides: one set of slides for each chapter of the textbook. The slides serve as a guide to the textbook.

Canvas: this is an online course and it uses Canvas as its platform. All course materials are posted on Canvas, and all student submissions occur on Canvas. The E-textbook is accessed through Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

(from the syllabus):

Your final grade will be based on the number of points you earn through Quizzes, Exams, Activities, and Discussion Questions.

More specifically, this course has:

1. One Syllabus Quiz (tests your understanding of the syllabus). Worth up to 15 points
2. Nineteen Module/Chapter Quizzes (one Quiz for each module/chapter). Each Module/Chapter Quiz is worth up to 15 points. Thus, 285 points are possible from Module/Chapter Quizzes.
3. Five Exams (four Section Exams, and one comprehensive Final Exam). Each Exam is worth up to 75 points. Thus, 375 points are possible from Exams.
4. Twenty five brief reflection Activities, each worth 10 pts (Total = 250 pts possible)
5. Five Discussion Questions, each worth 15 points (Total=75 pts possible)

Thus, there are a maximum of 1,000 points possible in this course. The number of points you have earned represents a percentage of the total points possible; this percentage can be calculated by dividing your points earned by the points possible. For instance, if you have earned 750 points, your percentage of points earned would be $750 \text{ points earned} / 1,000 \text{ points possible} = .75$, or 75% (which would be a "C" grade). Similar to most courses, anything below 60% points earned is an "E/F" grade, the 60-69% range is the "D" grade range, 70-79% is the "C" grade range, 80-89% is the "B" grade range, and 90-100% is the "A" grade range. **Thus, final class grades will be assigned as follows:**

930+ points earned	=	93%+	=	"A" final grade
900-929 points earned	=	90-92.9%	=	"A-" final grade
870-899 points earned	=	87-89.9%	=	"B+" final grade
830-869 points earned	=	83-86.9%	=	"B" final grade
800-829 points earned	=	80-82.9%	=	"B-" final grade
770-799 points earned	=	77-79.9%	=	"C+" final grade
730-769 points earned	=	73-76.9%	=	"C" final grade
700-729 points earned	=	70-72.9%	=	"C-" final grade
670-699 points earned	=	67-69.9%	=	"D+" final grade
630-669 points earned	=	63-66.9%	=	"D" final grade
600-629 points earned	=	60-62.9%	=	"D-" final grade
0-599 points earned	=	0-59.9%	=	"E" (F) final grade

Required or Recommended Reading Assignments

The textbook (cited above)

Slides, which correspond with each chapter of the textbook and serve as a guide to the textbook

General Description of the Subject Matter of Each Lecture or Discussion

Ch. 1: The Study of Human Development

Ch. 2: Theory and Research

Ch. 3: Forming a New Life

Ch. 4: Birth & Physical Development During the First Three Years

- Ch. 5: Cognitive Development during the First Three Years
 - Ch. 6: Social Development During the First Three Years
 - Ch. 7: Physical and Cognitive Development
In Early Childhood
 - Ch. 8: Social Development in Early Childhood
 - Ch. 9: Physical and Cognitive Development in Middle Childhood
 - Ch. 10: Social Development in Middle Childhood
 - Ch. 11: Physical and Cognitive Development in Adolescence
 - Ch. 12: Social Development in Adolescence
 - Ch. 13: Physical and Cognitive Development in Young Adulthood
 - Ch. 15: Social Development in Young Adulthood
 - Ch. 16: Social Development in Middle Adulthood
 - Ch. 17: Physical and Cognitive Development in Middle Adulthood
 - Ch. 18: Social Development in Late Adulthood
 - Ch. 19: Death and Bereavement
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Required Course Syllabus Statements

Generative AI

(UVU-provided statement on AI, included in syllabus):

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:

1. Brainstorming and refining your ideas;
2. Fine tuning your research questions;
3. Finding information on your topic;
4. Drafting an outline to organize your thoughts; and
5. 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 the instructor for a conversation before submitting your work.

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.

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 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

DHH is located on the Orem Campus in BA 112.

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](#).

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 – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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. 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.