



## 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 Development

**Year:** 2025

**Course and Section #:** 1100-X12

**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:** Kristin Stanley

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

- Upon successful completion of this course, students will be able to:
    - Evaluate human development research.
    - Describe typical human development across the life span.
    - Explain major developmental theories and influences of biology and the environment on human development and behavior.
    - 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., Feldman, Ruth D., & Martorell, G. (2011). *Experience Human Development, 14th Edition*.

McGraw-Hill. ISBN -10: 0077861841 / ISBN-13:978-0077861841

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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

Assignment	Description
<b>Discussions (50 pts. 10 pts for each question)</b>	<ul style="list-style-type: none"><li>• There will be five discussion questions posted on Canvas throughout the semester. Answer each question due by the due date for full points.</li><li>• Respond to at least two other student's responses by a week from the due date for the discussion.</li><li>• Your response to the discussion question is worth up to 6 pts.</li><li>• Your comments on other students' responses are worth up to 4 points (2 pts. for each comment)</li></ul>
<b>Research Analysis and Research Design Assignment (25 pts.)</b>	<p>This assignment will allow you to get familiar and comfortable with the components of research and journal articles. This has two parts.</p> <p>For the first part, you will be asked to find a research article regarding human development and look at the different parts we learn about in our class.</p> <p>In the second part you will be designing your own research (you will not be conducting it though). This part is to allow you to be more creative and use these components to see what it would be like to make up your own.</p>
<b>Pregnancy and Birth Interview (25 pts)</b>	<p>To help you get a more true-to-life picture of childbirth, I will have you conduct an interview with a mother or partner who has experienced or observed closely the experience of pregnancy and childbirth.</p>
<b>Contexts of Development Paper or Interview (50 pts.)</b>	<p>Discuss how the 3 contexts of development (see below) have affected your physical, cognitive, and psychosocial development. 65 pts.</p> <ul style="list-style-type: none"><li>• Family</li><li>• Socio-economic status/Neighborhood</li><li>• Culture/ethnicity.</li></ul> <p><b>Or</b></p> <p>Conduct an interview with someone who works with kids, youth, or adults on a professional basis or very closely (such as a parent). See Canvas for more information on this assignment</p>
<b>Term Paper (40 pts total)</b>	<ul style="list-style-type: none"><li>• <b><u>Two (2) term paper prep assignments</u></b></li><li>• Instructions and materials will be posted on Canvas, and submission will occur on Canvas.</li><li>• Each prep assignment is worth up to 10 points</li><li>• Prep assignments will contribute up to 20 points toward your final grade</li><li>• 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.)</li></ul>

	<ul style="list-style-type: none"> <li>You will also briefly describe how some of these characteristics might affect the person’s development.</li> <li>You will also read, and briefly reply to classmates with thoughts on how their virtual person’s characteristics could affect their development.</li> <li>These prep assignments will provide the framework for your term paper (described below)</li> <li><i>Note:</i> there will also be an optional 4<sup>th</sup> term paper prep assignment available on Canvas, worth 4 points of extra credit</li> <li><b><u>The due dates for the term paper prep assignments are listed below in the schedule</u></b></li> </ul>
<b>Term Paper (60 pts total)</b>	<p><b><u>Term paper</u></b></p> <ul style="list-style-type: none"> <li>Instructions will be posted on Canvas, submission will occur on Canvas</li> <li>Worth up to 100 points</li> <li>Submitted in MS Word format</li> <li>This paper is also referred to as your “Virtual Person Paper” because you will write about the development of a hypothetical, or virtual person</li> <li>8 to 10 pages (double-spaced, 12-pt. Times New Roman, Ariel or Calibri font, 1-inch margins)</li> <li>Some events or conditions will be randomly assigned to your person, and you must incorporate these effects into the developmental trajectory of your “person.” Your instructor will upload specific instructions to Canvas later in the semester.</li> </ul>
<b>Exams (100 pts. Total)</b>	<p><b>Midterm and Final</b></p> <ul style="list-style-type: none"> <li>There will be a midterm and Final for the class that will cover what is in the text and PowerPoints</li> <li>The exams will be open book on Canvas but you will have a limited time to complete it so you will want to study for it beforehand.</li> <li>The final will only cover the 2<sup>nd</sup> half of class (Chapters 11-20)</li> <li>They will each consist of 50 multiple-choice questions</li> </ul>
<b>Total Points</b>	<b>350</b>

**Grading Scale**

100 - 94 = A	86 - 83 = B	76 - 73 = C	66 - 63 = D
93 - 90 = A-	82 - 80 = B-	72 - 70 = C-	62 - 60 = D-
89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 - 0 = F.

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**Required or Recommended Reading Assignments**

- 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 First Three Years  
 Chapter 5 Cognitive development during the 1<sup>st</sup> Three Years  
 Chapter 6 Psychological Development during the First 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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### General Description of the Subject Matter of Each Lecture or Discussion

<b>Week/Module# Dates</b>	<b>Chapters and PowerPoints to read and study Assignments are always due Friday of the week by 11:59pm</b>
<b>1 Jan 6-10</b>	*Introductions and Syllabus *Chapter 1: The Study of Human Development <b>*Discussion #1</b>
<b>2 Jan 13-17</b>	*Chapter 2: Theory and Research <b>*Research Study Analysis due</b>
<b>3 Jan 20-24</b>	*Chapter 3: Forming a New Life <b>*Discussion #2</b>
<b>4 Jan 27-31</b>	*Chapter 4: Birth and Physical Development during the First Three Years
<b>5 Feb 3-7</b>	*Chapter 5: Cognitive Development during the 1 <sup>st</sup> Three Years <b>*Pregnancy and Birth Interview</b>
<b>6 Feb 10-14</b>	*Chapter 6: Psychological Development during the First Three Years
<b>7 Feb 17-21</b>	*Chapter 7: Physical and Cognitive Development in Early Childhood *Chapter 8: Psychosocial Development in Early Childhood <b>Discussion #3 is due</b>
<b>8 Feb 24-28</b>	*Chapter 9: Physical and Cognitive Development in Middle Childhood *Chapter 10: Psychosocial Development in Middle Childhood <b>*Term Paper Prep #1 is due</b>
<b>9 Mar 3-7</b>	*Chapter 11: Physical and Cognitive Development in Adolescence Adulthood
<b>Mar 10-14</b>	<b>Spring Break</b>
<b>10 Mar 17-21</b>	*Chapter 12: Psychosocial Development in Adolescence <b>*Discussion #4</b>

	<b>**Midterm will be available this week on Canvas. Mon-Fri</b>
<b>11 Mar 24-28</b>	*Chapter 13: Physical and Cognitive Development in Emerging and Young Adulthood *Chapter 14: Psychosocial Development in Emerging and Young Adulthood <b>*Interview or Contexts of Development Exam</b>
<b>12 Mar 31- Apr 4</b>	*Chapter 15: Physical and Cognitive Development in Middle Adulthood *Chapter 16: Psychosocial Development in Middle Adulthood
<b>13 Apr 7-11</b>	*Chapter 17: Physical and Cognitive Development in Late Adulthood <b>*Term Paper Prep #2 is due</b>
<b>14 Apr 14-18</b>	*Chapter 18: Psychosocial Development in Late Adulthood <b>*Discussion #5 is due</b>
<b>15 Apr 21-22</b>	*Chapter 19: Dealing with Death and Bereavement <b>*Final Paper is due</b> <b>*Extra Credit is due</b>
<b>Finals Week Apr 24-30</b>	<b>*The exam will be available online Monday-Friday.</b>

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

### **Generative AI**

AI has its place in the classroom but it should not be used to replace the creativity, learning and thinking that one can achieve from writing in a class.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is allowed in this course for the following activities:

- Brainstorming your topic and ideas
- Researching a topic
- Learning more about a topic
- Coming up with an outline
- Grammar checking

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

- Do not use AI to come up with your Discussion responses. These are intended to be a discussion of YOUR ideas and thoughts, not those created by AI.
- Writing any of the papers or assignments for this class. The term paper is supposed to be a creative endeavor that allows you to apply what is learned in this class. The material for the

interview and contexts of development papers come from the interviewee or from your life. The extra credit activities are very personal to you.

- Writing entire sentences, paragraphs or papers to complete any other class assignments.

If you do use AI, it is expected that you will indicate which part is you and which part is AI. No more than 25% of the papers you produce should be generated by AI.

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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.