



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 #: x18

Course Title: Human Development Life Span SS

Credits: 3

Course Description

Human Development Life Span explores genetic and environmental influences on human development and behavior from conception and birth through old age and death. It examines typical physical, cognitive, and psychosocial changes at each developmental stage throughout the life span. It 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: Sherrie Nebeker

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. (2021). *Experience Human Development, 14th Edition* (Included in Canvas Course)

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 lose 10% per day. For all assignments, you must complete and submit your own work—students who submit another person’s work as their own (including Artificial Intelligence or AI) 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. Three examinations, each worth 75 pts (lowest exam will be dropped). (Total = 150 pts possible)
2. One OPTIONAL comprehensive exam worth 50 pts. (Total=50 pts possible of extra credit)
3. Attendance, participation, and in-class activities (20 classes attended at 5 points per class for 100 points: You may miss up to 5 class periods). (Total = 100 pts possible)
4. One out-of-class experience; in MS Word format (Total = 30 pts possible)
5. Two homework assignments; in MS Word format, each worth 30 pts (Total = 60 pts possible)
6. One OPTIONAL homework (20 points possible of extra credit)
7. Four term paper prep assignments, each worth 5 points (Total = 20 pts possible)
8. One Term Paper, APA style, in MS Word format (Total = 100 pts possible)

Thus, there are a maximum of 460 points available in this course. Final grades will be assigned according to the following scale:

A	93+%	421-460 pts
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A-	90-92.9%	404-420 pts
B+	87-89.9%	388-403 pts
B	83-86.9%	365-387 pts
B-	80-82.9%	348-364 pts
C+	77-79.9%	332-347 pts
C	73-76.9%	309-331 pts
C-	70-72.9%	292-308 pts
D+	67-69.9%	276-291 pts
D	63-66.9%	253-275 pts
D-	60-62.9%	236-252 pts
F (E)	< 60%	0-235 pts

ASSIGNMENTS & GRADING SPECIFICS

- **Three (3) examinations**
 - Exams will be available on Canvas
 - Each exam is worth up to 75 points
 - Each exam 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. Therefore, you should study to *understand* the material—simply memorizing definitions will be a waste of your time, and will likely result in a low score.
 - These exams are not comprehensive (each exam only covers the most recent chapters in the textbook since the previous exam). However, the final (see below) *is* comprehensive.
 - 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.
 - Lowest exam score will be dropped
 - Exams will be timed and will be open book and open note. You may reference your notes and text as needed but you will need to be familiar with the information as the exam is timed. Do not rely solely on referencing the textbook come exam time.
 - **The dates of the exams are listed below in the Schedule**

- **One (1) OPTIONAL comprehensive exam**
 - Will be available on Canvas
 - Worth up to 50 extra credit points

- Entirely multiple choice

- Comprehensive (covers all material learned over the course of the semester)
- Questions will *not* be focused simply on definitions (see above).
- Exam will be timed and will be open book and open note. You may reference your notes and text as needed but you will need to be familiar with the information as the exam is timed. Do not rely solely on referencing the textbook come exam time.

- **Online Classes: Ten (10) Online participation discussions**

- Each discussion/activity is worth up to 10 points
- Activities will contribute up to 100 points toward your final grade.

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

- Instructions will be posted on Canvas, submission will occur on Canvas
 - The out of class experience is worth up to 30 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

- **Two (2) homework (HW) assignments**
 - Instructions and materials will be posted on Canvas, submission will occur on Canvas
 - Each homework assignment is worth up to 30 points
 - Homework assignments will contribute up to 60 points toward your final grade
 - Submitted in MS Word format
 - *Note:* If you are wanting to improve your performance on any of the homework assignments, and you are unsure of how to improve, please speak with your instructor immediately

- **One (1) optional extra-credit homework (HW) assignment**
 - Worth up to 20 points to be added to your final grade

- **Four (4) term paper prep assignments**
 - Instructions and materials will be posted on Canvas, submission will occur on Canvas
 - Each prep assignment is worth up to 5 points
 - Prep assignments will contribute up to 20 points toward your final grade
 - 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
 - You will also read, and briefly reply to classmates with thoughts on how their virtual person’s characteristics could affect their development
 - These prep assignments will provide the framework for your term paper (described below)
- **One term paper**
 - Instructions will be posted on Canvas, submission will occur on Canvas
 - Worth up to 100 points
 - APA Format and 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)

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Chapter 1: Introduction to Human Development

Chapter 2: Theory and Research

Chapter 3: Prenatal Development

Chapter 4: Birth & Physical Development Ages 0-3

Chapter 5: Cognitive Development Ages 0-3

Chapter 6: Psychosocial Development Ages 0-3

Chapter 7: Early Childhood Physical and Cognitive Development

Chapter 8: Early Childhood Psychosocial Development

Chapter 9: Middle Childhood Physical and Cognitive Development

Chapter 10: Middle Childhood Psychosocial Development

Chapter 11: Adolescent Physical and Cognitive Development

Chapter 12: Adolescent Psychosocial Development

Chapter 13: Young Adulthood Physical and Cognitive Development

Chapter 14: Young Adulthood Psychosocial Development

Chapter 15: Middle Adulthood Physical and Cognitive Development

Chapter 16: Middle Adulthood Psychosocial Development

Chapter 17: Late Adulthood Physical and Cognitive Development

Chapter 18: Late Adulthood Psychosocial Development

Chapter 19: Death and Dying

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.

Fabrication Definition: the use of invented information or the falsification of research or other findings.

Examples include but are not limited to:

Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

Listing sources in a bibliography not used in the academic exercise.

Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

We would like to acknowledge the following institutions: Northeastern University, University of Jamestown, Washington University in St. Louis, and UVU's Woodbury School of Business. This statement uses or adapts parts of their academic integrity statements or used them for inspiration.

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.