

FCS 1500 Section 090: Lifespan Human Development Syllabus

Summer 2025 Semester

Online Course

Instructor: Amberli Falk, M.Ed.	Pre-requisites: None
Course: FCS 1500-090 Lifespan Human Development	Credit Hours: 3
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You are **highly encouraged** to read, reread, and understand this entire syllabus before beginning the first module. In addition, please explore and become familiar with the whole course site.

Course Description

Welcome to Lifespan Human Development! This course is a survey examining development through the prenatal period and all stages of life. We will consider physical, emotional, intellectual, and social development, with emphasis upon the influence of various contexts (e.g., family, culture, community, school). This course is a 3-credit course. It is a required course for the Family and Consumer Studies major, as well as a Social/Behavioral Exploration course.

This is NOT a self-paced course. There are deadlines for quizzes and assignments. However, this course is “asynchronous,” which means that you have some time flexibility. You can complete your work at any time of day on any of the days between assignment due dates. Follow the recommended schedule and plan your time carefully.

The online course structure does not allow for students to be away from the internet and the course for more than a few days at a time. If you anticipate being gone for any length of time, please contact the instructor prior to your absence to arrange for an adjustment to your deadline.

It is highly recommended that you set your notifications on the course website to send you an alert somewhere you check daily for the following items: Announcements, Conversations (emails), and Submission Comments.

Course Outcomes

This course is directed toward the examination and understanding of the processes of human development from conception through old age, death, and dying. The primary objectives of this course are to help each student:

1. Recognize and identify the influences on human development at each stage and in all relevant contexts (e.g., family, school, culture).
2. Examine human development within specific stages and interpret in terms of developmental tasks and challenges most relevant to each stage.
3. Relate the course content to understand and empathize with the needs of individuals at different developmental stages.
4. Recognize and identify different theoretical perspectives central to the study of human development across the lifespan.
5. Discover connections between course content/theories and the self by exploring how this content applies to one's own experiences, past and present.
6. Analyze and apply effective communication and conflict resolution strategies, evaluate and integrate diverse perspectives, and demonstrate effective teamwork behaviors in collaborative settings.

Required Materials

Text: Berger, K. (2025). *Invitation to the Life Span (Sixth Edition)*, Worth publishers.

NOTE: The e-book will be made available to you through the Inclusive Access program on the first day of class. You may choose to opt out of this program. However, all students need access to the textbook as it is required for weekly quizzes. All chapters of this text will be covered in the course, and you are responsible for most of the material presented in the textbook. Any additional readings will be made available through Canvas.

Lessons & Video Lectures: This fully online FCS 1500 course is divided into four sections that contain numerous Lessons (Canva documents to read) and short video lectures. Each of these corresponds to a chapter in your textbook. These are to supplement time that would have otherwise been spent in the classroom. It is each student's responsibility to read and extract information from the Lessons and short video lectures in the same way they would listen to and extract information from a live lecture. In some cases, you will find that the Lessons correspond very closely with the relevant textbook material. Other times, you will see that the information presented in the class is quite different from that provided by the textbook. In either case, it is expected that you will learn the material presented in the Lessons and video lectures.

All Lesson and video lecture content represents copyrighted material. Any use of these materials beyond what is reasonably necessary for the completion of this course is prohibited without written permission from the instructor.

Course Assignments

Introduction Discussion (10 points)

During the first week, you are required to post a brief introduction about yourself and respond to at least 2 peers.

Quizzes (15 quizzes, each worth 10 points = 150 points total)

Each module corresponds to one or two chapters in the textbook, resulting in a weekly quiz (or two). Quizzes are open-book and open-note. You are encouraged to read the textbook while you take the quiz. All quizzes will be conducted on Canvas and are directly related to the 15 chapters of the textbook. You have two attempts per quiz (60 minutes each), with the highest score recorded. Questions will vary with each attempt, so ensure that you complete the textbook readings beforehand.

Written Assignments (100 points total x 2 papers total = 200 points)

Each student will be required to complete two written assignments during the semester. Four assignments will be offered, and you must decide which **two of the four** you will complete. One must come from the two assignments that will be offered during the first half of the course; the other must come from the two assignments that will be offered during the second half of the course. In all cases, your written assignments must be submitted through Canvas. Please follow the corresponding assignment rubrics closely to maximize the points you will receive.

Assessment Activities (120 points total)

There will be three assessment activities throughout the semester. Instructions for these will be provided on Canvas. Each activity is worth 25 points. You will be required to complete a review for 2 of your peers' assessment activities (15 points).

Student-Led Topic Discussion (75 points)

You will select and teach a topic for the class online. This will be in a group discussion format, and you will reply to three classmates for full credit. Please post your report on or before the due date. You will have about 10 days to read and respond to your classmates. You need to respond to each (3) classmates with approximately 100-150 words. More information is provided in the assignment description.

Course Policies

Computer Problems: Computer problems are not allowed as excuses for late or missing work in this class. It is strongly suggested that you find online storage to back up your documents. The University offers students access to UBox, which can be found through your CIS page. Assume the worst - that your computer will die at the most inconvenient moment - and prepare accordingly.

Extra Credit: At the end of the semester, a reflection question will be offered via Canvas for a few extra credit points.

Late Work: "Life" happens – work schedules, family demands, and health concerns sometimes take precedence over other things, like homework. I'm more than happy to grant an extension for assignments, but it is your responsibility to contact me at least 24 hours before it is due to arrange for an extension. If you fail to turn in your assignment on time without making prior arrangements with

me, you will not be allowed to turn in that assignment at all and will receive a “0” on the assignment. To avoid late work, it is recommended that you work ahead of deadlines.

Email/Instructor Communication: I will check my email daily, Monday through Friday, and will respond to emails within 48 hours. Please reach out to me with any questions via email (amberli.falk@fcs.utah.edu) or by phone at 801-828-5887.

Policy for missed activities: Make-up quizzes and extensions for assignments will only be permitted for extenuating circumstances. If a situation with extenuating circumstances arises, please reach out to me directly to arrange an extension.

Use of Generative AI: Generative AI, such as Microsoft Copilot (which students have free access to) is a program you can use to explore concepts in this course. However, it is important to understand that the course materials should be used first. Generative AI are powerful tools for learning and for work. It is evolving and as such, rules around the use of Generative AI will likely change to support higher education. It is helpful to know that Generative AI is evolving, has limitations, and may not always produce accurate information. Generative AI should not be used to generate content for your written assignments but can be used to support your understanding of course topics. Here are some guidelines for the use of Generative AI in this course:

DOs:

Do use it for brainstorming topics and ideas.

Do ask questions about course materials you want to learn more about.

Do use it for proofreading your written assignments.

DONT's:

Don't ask Generative AI to complete your written assignments for you. (In other words, copy and paste from AI to your assignment.)

Don't blindly trust AI-generated information.

Don't do anything that violates U's academic integrity policy. (<https://regulations.utah.edu/academics/guides/students/studentRights.php>)

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools without citation, documentation, or authorization. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code :<https://regulations.utah.edu/academics/6-410.php>

Grading Policy

This course will follow the University of Utah grading scale. Note that incompletes will NOT be given.

Letter	Scoring
A	100%-94%
A-	93.9% - 90%
B+	89.9%-87%
B	86.9%-84%
B-	83.9% - 80%
C+	79.9%-77%
C	76.9%-74%
C-	73.9% - 70%
D+	69.9%-67%
D	66.9%-64%
D-	63.9% - 60%
E	59.9%-0%

Anticipated Course Schedule

Please note that all due dates are by 11:59 p.m. (Mountain Standard Time)

Week 1 (May 12th-18th)

Syllabus Review, Module Part 1, Chapter 1

Assignment	Due Date
Chapter 1 Quiz	Wed, May 14th
Introduction Discussion Post	Fri, May 16th
Reply to two classmate's post	Sun, May 18th

Week 2 (May 19th-25th)

Module Part 2, Chapter 2 and Module Part 3, Chapter 3

Assignment	Due Date
Chapter 2 Quiz	Wed, May 21st
Chapter 3 Quiz	Fri, May 23rd
Written Assignment #1 (Can choose between this one and Written Assignment #2)	Sun, May 25th

Week 3 (May 26th-June 1st)

Module Part 4, Chapter 4

Assignment	Due Date
Chapter 4 Quiz	Wed, May 28th
Assessment Activity #1	Fri, May 30th
2 Peer Reviews	Sun, June 1st

Week 4 (June 2nd-8th)

Module Part 5, Chapter 5

Assignment	Due Date
Chapter 5 Quiz	Wed, June 4th
Written Assignment #2 (Do NOT need to submit if you completed Written Assignment #1)	Sun, June 8th

Week 5 (June 9th-15th)

Module Part 6, Chapter 6 and Module Part 7, Chapter 7

Assignment	Due Date
Chapter 6 Quiz	Wed, June 11th
Chapter 7 Quiz	Fri, June 13th

Week 6 (June 16th-22nd)

Module Part 8, Chapter 8

Assignment	Due Date
Chapter 8 Quiz	Wed, June 18th
Assessment Activity #2	Fri, June 20th
2 Peer Reviews	Sun, June 22nd

Week 7 (June 23rd-29th)

Module Part 9, Chapter 9

Assignment	Due Date
Chapter 9 Quiz	Wed, June 25th
Be thinking about your topic for the Student-Led Topic Discussion	N/A

Week 8 (June 30th-July 6th)

Module Part 10, Chapter 10

Assignment	Due Date
Chapter 10 Quiz	Wed, July 2nd
Written Assignment #3 (Choose between this one OR Written Assignment #4)	Sun, July 6th

Week 9 (July 7th-13th)

Module Part 11, Chapter 11

Assignment	Due Date
Chapter 11 Quiz	Wed, July 9th
Assessment Activity #3	Fri, July 11th
2 Peer Reviews	Sun, July 13th

Week 10 (July 14th-July 20th)

Module Part 12, Chapter 12 and Module Part 13, Chapter 13

Assignment	Due Date
Chapter 12 Quiz	Wed, July 16th
Chapter 13 Quiz	Fri, July 18th
Student-Led Topic Discussion (Initial Post)	Sunday, July 20th

Week 11 (July 21st-July 27th)

Module Part 14, Chapter 14 and Module Part 15, Chapter 15

Assignment	Due Date
Chapter 14 Quiz	Wed, July 23rd
Chapter 15 Quiz	Fri, July 25th
Written Assignment #4 (Don't submit if you completed Written Assignment #3)	Sun, July 27th

Week 12 (July 28th-30th)

Module Part 16, Epilogue

Assignment	Due Date
No QUIZ this week	N/A
Reply to at least 3 peers in the Student-Led Topic Discussion Board	Wednesday, July 30th
Extra Credit Reflection Question	Friday, August 1st