

PSYC 2103 Syllabus

Introduction to Human Development, 3 Credits

Fall 2026

Instructor Information

Instructor: Christopher Stanzione, Ph.D.

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General Course Information

Description

This course provides an overview of the theories, methods, and phenomena of human development, and examines the implications of this information for enhancing lifespan development. Multiple aspects of development, including physical, cognitive/intellectual, and social/emotional development from conception to old age, are considered. The approach to these topics is scientific, with an emphasis on recent research findings in developmental psychology. Several themes guide the integration of the material: 1) the interaction between biology and environment throughout development; 2) the ways in which we affect their own development; 3) the continuity and discontinuity of development; 4) the mechanisms that underlie developmental change; 5) the impact of the sociocultural context of development; 6) individual differences in development; and 7) the use of research findings to promote human welfare.

Course Learning Outcomes

- To examine age-related changes in human's physical characteristics, social behaviors, and cognition
- To explore alternative explanations for these changes
- To develop skills in reading, evaluating, and synthesizing research in developmental psychology
- To consider applications of lifespan development research to contexts such as parenting, education, and the development of learning materials.
- Effectively communicate in writing and speaking

Required Course Materials

Lifespan Development, Lumen Learning's Waymaker Courseware, ISBN: 978-1-64087-292-9

In this course you will use Lumen Waymaker Lifespan Development instead of a traditional textbook. Waymaker provides your course materials digitally inside Canvas. You can access all readings, videos, a study plan, quizzes, and other activities through Canvas.

Grading Policy:

Assessment	How Many?	Points	Total
In-Class Participation	8	5 pts each	40
Discussion Boards	3	15 pts each	45
End of Chapter Quizzes	11	5 pts	55
Application Assignments	3	20 pts each	60
Exams	3	75 pts each	225
TOTAL			425

Course Points	Letter Grade
425 - 382	A
381 - 340	B
339 - 297	C *needed for P/F
296 - 255	D
< 254	F

Description of Graded Components

Assessment	Description
In-Class Participation/Article Discussions	<ul style="list-style-type: none"> I will collect in-class participation in one of two ways 1) random attendance, and 2) participation in article discussions. On article discussion days, please bring to class: <ul style="list-style-type: none"> Summary of the article written on a 4 x 6 index card and turned in during class. More details found on Canvas. One will be dropped from your total score for an unexcused absence Graded as completion No late submissions accepted
Discussion Boards via <i>VoiceThread</i>	<ul style="list-style-type: none"> Discussion Board prompts will vary Application of the material and collaboration among colleagues Late submissions accepted up until 24 hours (-3.5pts if submitted within 12 hours of the deadline, -7.5pts if submitted after an additional 12 hours)
End of Chapter Quizzes	<ul style="list-style-type: none"> Multiple choice quiz 2 attempts (highest score recorded) No late submissions accepted
Application Assignments	<ul style="list-style-type: none"> A collection of assignments spanning lifespan development, from analyzing children’s toys, identifying lifespan development in the news, and interviewing older adults. More details found on Canvas.

	<ul style="list-style-type: none"> Late submissions accepted up until 24 hours (-5pts if submitted within 12 hours of the deadline, -10pts if submitted after an additional 12 hours)
Exams	<ul style="list-style-type: none"> Multiple choice/short answer No late submissions accepted. If you miss an exam for an unexcused absence, take the cumulative final exam. Your lowest exam score gets dropped. You are welcome to take all 4 exams, with only 3 needed to calculate your final grade

Course Policies

Attendance and/or Participation

Institute approved absences: This absence is usually for a GT event (conference, sports event, etc). You must submit this form at least 5 days prior to the absence and get me the approval ASAP: <https://registrar.gatech.edu/info/institute-approved-absence-form-for-students>

Personal emergencies: Students may need to miss classes due to personal emergencies such as being hospitalized or being in a car accident. The Office of the Vice President and Dean of Students can assist students with documented emergencies by contacting professors on behalf of the student. For more information, please call the Office of the Vice President and Dean of Students or complete this form: https://cm.maxient.com/reportingform.php?GeorgiaTech=&layout_id=3

Religious holidays: Please contact the Instructor ASAP to reschedule missed work.

Illness: If you are sick, you are responsible to get class notes from a student in class. Because all group article analyses are done in-person, there is no way for you to makeup this collaboration later.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.