

**Human Development: Life Span
Syllabus**
Addiction Studies, Social Work, and Human Services (ASHS) 212
Cuesta College | 3.0 Credits
Spring 2026: CRN #34939
Instructor: Dr. Alex Espinoza-Kulick, MA, PhD

Please refer to Course Finder and Canvas for important dates.

Welcome to the course, “Human Development: Life Span” at Cuesta College! My name is Dr. Espinoza-Kulick, or Professor EK, if you prefer. I’ll be your instructor for this course. In this class, we will learn from the textbook, group discussions, assignments, and the instructor about how humans develop as individuals and in communities and societies. This syllabus document is your key to success in the class. You will find all course policies contained in this syllabus, along with a detailed list of readings and assignments. Any changes to this syllabus will be announced on Canvas.

Office Hours: Mondays and Wednesdays 11 AM - 12 PM by Zoom

Teaching Philosophy Statement

My teaching philosophy is rooted in collaboration and healing, emphasizing opportunities for transformative growth. The instructor along with each of the students in the class are all responsible for bringing our full selves to the classroom, which includes taking an active part in shaping the in-class and out-of-class experience. The assignments, content, and approach focus on healing, which means acknowledging the realities of harm, trauma, and violence to intentionally build spaces that create and sustain health and wellbeing. Finally, transformative growth can occur for both individuals and the communities they create when knowledge is effectively combined with experience, application, practice, and imagination.

Textbook

The Human Development Teaching & Learning Group. 2020. *Human Development*.
Portland State University: Open Educational Resource.

Student Learning Outcomes

1. Analyze the fundamental concepts, theoretical perspectives necessary and current research trends necessary to understand the study of lifespan human development.
2. Describe the elements of scientific methodology and the common research designs used by psychologists to study human development.

3. Evaluate how physiological, cognitive, emotional, social and multicultural factors influence human development.
4. Apply concepts and theories of human development to analyze one's own developmental processes.

Assignments

- **Quizzes.** Students will complete short quizzes (one question each) throughout the semester. These are designed to ensure comprehension of assigned reading materials.
- **Project Assignment: Proposal:** Students will write a one-page proposal for their research paper. The proposal will include a brief introduction to the social phenomenon you will be studying and the stage of human development.
- **Project Assignment: Descriptive Essay:** Students will write a descriptive essay of three to five pages that demonstrates their understanding of the social phenomenon you are studying within a specific stage of human development. The descriptive essay should include four or more references to course content.
- **Project Assignment: Intervention Plan:** Students will develop a program, approach, or skillset that is an intervention to either address a problem related to this phenomenon or improve on something that's already going well. The intervention plan will be three to five pages and include at least two citations.

Grading

Your letter grade is determined by both the quizzes and project assignments.

- Students who complete all of the three project assignments with a passing grade ("Meets Expectations" or "Exceeds Expectations") and eight or more of the ten regular activities will earn an A.
- Students who complete two of the three project assignments with a passing grade and six or more of the regular activities will earn a B.
- Students who complete two of the three project assignments with a passing grade and four or more of the regular activities will earn a C.
- Students who complete one of the three essays and at least two of the regular activities will earn a D.

Plus/minus designations are not used. Late submissions will be accepted until the end of the term for quizzes. Project assignments have a one-week grace period.

Automated Intelligence

“Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning” –Maya Angelou

The use of automated intelligence / artificial intelligence (AI) is allowed in this class as a means to enhance your own **genuine effort and critical thinking**. Any use of AI should include personal engagement with the platform. If you develop your work with AI assistance, closely edit your submission before posting, as if you were working with a tutor or academic coach. Use of AI without ensuring accuracy and consistency with your own voice is grounds for marks of needs improvement (0 points). Students who are interested in using AI to enhance their academic engagement and performance are encouraged to explore the following tools: Grammarly, Microsoft Word’s built-in Editor, Google Gemini, Chat GPT, and Bing Copilot.

Please note that courses may differ in their AI policies based on the subject and instructor.

The full College-approved policy for this course is included below. Make sure to read each course syllabus to know if and how AI can be used in your classes.

The use of generative A.I. is authorized for use in this course. This course encourages students to explore the use of generative A.I. (GenAI) tools for all assignments and assessments. Any such use must be appropriately acknowledged and cited. Please note that large language model GenAI tools frequently provide users with incorrect information, tend to make up or "hallucinate" incorrect facts and fake citations, generate contradictory statements, incorporate copyrighted material without appropriate attribution, perpetuate implicit biases, and sometimes integrate or report offensive concepts, products, or images. Plagiarism is unethically paraphrasing and/or presenting someone else's words, writing, images, solutions, or ideas as if they are one's own without citing and/or quoting the original source material, and this includes work produced with the use of GenAI tools. Students will be responsible for any inaccurate, biased, offensive, or otherwise unethical content submitted regardless of whether the work originally comes from the student or a GenAI tool. It is each student's responsibility to assess the validity and applicability of any GenAI output that is submitted. Use of GenAI tools to produce work without appropriate acknowledgment or citation may be considered academic misconduct. Different classes at Cuesta College may implement different A.I. usage policies, and it is the student's responsibility to be informed of and conform to the expectations for each course.

Reading and Assignment Schedule

Part 1: Foundations

Unit 1: Frameworks

- Reading: Unit 1. Meta-Theories
- Quiz: Unit 1

Unit 2: Research Methods

- Reading: Unit 2. Research Methods
- Quiz: Unit 2

Unit 3: Nature and Nurture

- Special Topic: Nature and Nurture

Part 2: Early Days

Unit 4: Infancy

- Reading: Unit 3. Infancy
- Quiz. Unit 3

Unit 5: Reproductive Justice

- Special Topic: Reproductive Justice
- Assignment: Proposal

Part 3: Families and Children

Unit 6: Family

- Reading: Unit 4. Family
- Quiz. Unit 4

Unit 7: Early Childhood

- Reading: Unit 5. Early Childhood
- Quiz. Unit 5

Unit 8: Trauma

- Special Topic: Trauma and ACES

Unit 9: Middle Childhood

- Reading: Unit 6. Middle Childhood
- Quiz. Unit 6
- Assignment: Descriptive Essay

Part 4: Growing Up and Growing Old

Unit 10: Adolescence

- Reading: Unit 7. Adolescence
- Quiz. Unit 7

Unit 11: Early Adulthood

- Reading: Unit 8. Early Adulthood
- Quiz. Unit 8

Unit 12: Middle Adulthood

- Reading: Unit 9. Middle Adulthood
- Quiz. Unit 9

Unit 13: Late Adulthood

- Reading: Unit 10. Late Adulthood
- Quiz. Unit 10

Unit 14: Finals

- Assignment: Intervention Plan