

## **3304: Human Growth & Development Syllabus**

### **Spring 2026**

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**Office Location:** Alpine Campus, MAB-309-G

**Office Hours:** Tues and Thurs. 12:00-5:00

#### **Course Description:**

A course in the theories of normal child growth and development and biological factors in the development of children as it pertains to the educational setting. Theories will include language development, cognitive, emotional, and personality development. Further, content addresses the influence of diverse socio/cultural factors and learning styles. This course supports competencies within evaluative measures as identified by the State of Texas for Teacher Certification.

Equivalent courses: EDUC 3304, EDUA 3304.

#### **Required Text:**

Cavanaugh, J. C. & Kail, R. V. (2023). *Human development: A life span view*. 9<sup>th</sup> edition. Pearson.

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

· **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

· **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.



· **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

· **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

### **Marketable Skills:**

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management.
7. Students have the ability to construct a classroom management plan.

### **Domains and Competencies:**

- Domain 1
  - Competency 001- A, B, C, D, E, F, G, H, K, L, N, P
  - Competency 002- A, B, C, D, E, F, G,
  - Competency 003- A, B, C, D, E, F, G, H
  - Competency 004- A, B, C, D, E, F, I, K, L, P
- Domain 2
  - Competency 005- A, B, C, D, E, G
  - Competency 006- A, B, E, H, I, J
- Domain 3
  - Competency 007- A, C, D
  - Competency 008- A, B, C, D, E, F, G
  - Competency 009- A, B, C, D, E, F, G, H
  - Competency 010- B, C, D
- Domain 4
  - Competency 011- A
  - Competency 012- A, B, F, G, H, I
  - Competency 013- A, C, E, G

### **Course Format:**

This online course invites students into a community of engaged learning. The course consists of eight modules, with a new module beginning every two weeks in the Blackboard Learning Management System. We expect students to log in every day, participate in the discussions, and to engage the professor and fellow students through the Blackboard medium.



### **Course Assignments :**

- Discussion Questions (24 points)- Participation in online discussions is mandatory. In order to actively participate in these discussions, you will need to log in at least 4 days each week and post on multiple days within the module. This will help you stay up to date on the discussions and allow you to make more thoughtful postings. Discussions begin on Monday each week and end on Friday at 11:59 pm Central. You are expected to answer all the discussion questions assigned in a week in a substantive manner. Due to the Martin Luther King Holiday on Monday, January 19, your initial discussion post is due Tuesday, January 20, by 11:59 pm CST. You are also expected to respond each Friday to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.
- Reflection Paper on Milestones (10 points)- In a 1-2 page paper, you will reflect on your growth and development throughout your life. You will discuss milestones and explain how those moments can be beneficial for professionals in the field of education.
- Infographic and Video Presentation (10 points)- You will create a one page infographic about the chapters we have analyzed. You will record yourself presenting the information in a 4-5-minute video. Ensure the length of your video is at least 4 minutes or points will be deducted.
- Classroom Management Plan Video (10 points)- You will create a classroom management plan that includes strategies and guidelines for maintaining discipline, engaging students, and ensuring that classroom activities run smoothly. You will record yourself presenting the information in a 3-5 minute video.
- Drafting a Lesson Plan (80 points)- You will draft a lesson plan that reflects the grade level you desire to teach. You will utilize the readings and materials encountered up to this point to draft a lesson plan with grade objective, standards, materials needed, activities, assessment, differentiation, closure, homework, and reflection.
- Midterm Exam (10 points)- In this graded midterm within Blackboard, you will complete ten questions designed to help you delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind developmental and learning.
- Role Model Reflection Paper (4 points)- You will reflect and write a 1-2 page paper about an older adult or someone who has more life experience, whether it's a grandparent, older family member, mentor, or someone else you admire.
- Revised Lesson Plan Presentations (20 points)- Utilizing the feedback provided from the instructor, you will revise and add to the draft you created in the previous module and refine and improve your knowledge of lesson planning. This assignment will help you



conceptualize a step-by-step plan for evaluating your future students. In addition, you will present and share your finalized lesson plan with your peers and get a chance to see and evaluate other students' work. Your lesson plan presentation post is due on April 20 at 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' presentations by April 24. No late posting will be accepted.

- Evaluation and Assessment Final (10 points)- In this graded exam within Blackboard, you will complete 10 questions designed to help you delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind developmental and learning.

### Calendar of Assignments and Due Dates

**Late Assignments will not be accepted for grading, No Exceptions!**

Assignment:	Date Due:	Time Due:	Date Completed:
Module 1			
Get Acquainted: Introduce Yourself	Friday, 1-16-26	11:59 pm central	
Discussion On Chapters 1-3	Tuesday, 1-20-26	11:59 pm central	
Two Responses to Classmates	Friday, 1-23-26	11:59 pm central	
Reflection on Milestones	Friday, 1-30-26	11:59 pm central	
Module 2			
Discussion on Chapters 4-6	Monday, 2-2-26	11:59 pm central	
Two Responses to Classmates	Friday, 2-6-26	11:59 pm central	
Create Infographic and Video Presentation	Friday, 2-13-26	11:59 pm central	
Module 3			
Discussion on Chapters 7-9	Monday, 2-16-26	11:59 pm central	
Two Responses to Classmates	Friday, 2-20-26	11:59 pm central	
Classroom Management Plan and Video	Friday, 2-27-26	11:59 pm central	
Module 4			
Discussion on Chapters 10-12	Monday, 3-2-26	11:59 pm central	
Two Responses to Classmates	Friday, 3-6-26	11:59 pm central	
Drafting of Lesson Plan	Friday, 3-20-26	11:59 pm central	
Module 5			
Mid-Term	Friday, 3-27-26	11:59 pm central	
Module 6			
Discussion on Chapters 13-16	Monday, 3-30-26	11:59 pm central	
Two Responses to Classmates	Friday, 4-3-26	11:59 pm central	
Role Model Reflection Paper	Friday, 4-10-26	11:59 pm central	
Module 7			
Lesson Plan Presentation	Monday, 4-20-26	11:59 pm central	
Two Responses to Classmates	Friday, 4-24-26	11:59 pm central	



Module 8			
Course Reflection	Monday, 4-27-26	11:59 pm central	
Evaluation and Assessment Final	Friday, 5-1-26	11:59 pm central	

*\*This course syllabus is intended to be a guide and may be amended at any time.*

### **Paper Specifics:**

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*. Papers should be written in Times New Roman, 12-point font, double-spaced, and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar. If your paper contains grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

### **Late Assignments:**

Assignments are due by 11:59 pm Central Standard Time on the due date. The penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days.

### **Grading Policy:**

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all the standards identified for each project or assignment. No late work accepted without prior approval from the instructor. If there is no communication about late work, the grade will be a 0.

- Grading Scale:
  - A. 90-100 points
  - B. 80-89 points
  - C. 70-79 points
  - D. 60-69 points
  - F. 59 points or lower

### **Points Per Assignment:**

Class discussions and participation- 24 points  
 Milestone Reflection Paper- 10 points  
 Infographic Presentation- 10 points  
 Classroom Management Plan and Video- 10 points  
 Drafting a Lesson Plan- 80 points  
 Midterm- 10 points  
 Role Model Reflection Paper- 4 points  
 Revised Lesson Plan Presentations- 20 points  
 Evaluation and Assessment Final- 10 point



## **TITLE 19 EDUCATION**

### **PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION**

#### **CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS**

##### **RULE §228.30 Educator Preparation Curriculum:**

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. TEKS in the content areas;
8. state assessment of candidates;
9. curriculum development and lesson planning;
10. classroom assessment for instruction/diagnosing learning needs;
11. classroom management/developing a positive learning environment;
12. special populations;
13. parent conferences/communication skills;
14. instructional technology;
15. pedagogy/instructional strategies;
16. differentiated instruction; and
17. certification test preparation.

##### **§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3:**

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.



(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness;
3. phonological and phonemic awareness;
4. phonics;
5. fluency;
6. vocabulary development;
7. comprehension of literary text;
8. comprehension of informational text; and
9. beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

1. implementing both formal and informal methods of measuring student progress in early reading development.
2. designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
3. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K

Guidelines: [https://tea.texas.gov/sites/default/files/PKG\\_Final\\_2015\\_navigation.pdf](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf)

### **ADA Statement:**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **SRSU Distance Education Statement:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.





Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**Counseling:**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

**Library Information:**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

**Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**Required Student Responsibilities Statement:**

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules](#)





and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

**Classroom Climate of Respect:**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

