



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

### **Fall 2026**

**Instructor:** Barbara Tucker, PhD

**E-Mail:** [btucker@sulross.edu](mailto:btucker@sulross.edu)

**Office Number:** 432.386.0246

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

**Office Hours:** Online TEAMS: Tues and Thurs. 11:00-4:00 or by appointment

#### **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:**

Martorell 24 release: Life: Essentials of Human Development Connect IA – 9781265366346

#### **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. 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 :****1. SmartBook: (30% of overall grade)**

Replacing quizzes, students will use SmartBook which is an adaptive digital reading and learning tool. It acts as an interactive textbook that continuously assesses a student's mastery of course concepts and alters the reading and questioning experience to target individual knowledge gaps. There is one SmartBook for each "odd number chapter", with 25 questions. Each SmartBook takes between 30 to 40 minutes to complete.

**2. Quest: (25% of overall grade)**

Quest is an immersive, first-person human development learning game. Students play as 10 diverse characters ranging in age from 9 months to 80 years, applying psychological theories to real-world scenarios through the eyes of others. Students experience challenges related to diverse cultures, backgrounds, and developmental stages. Additionally, as students analyze real-world behaviors and contexts, they are exposed to intersecting biological, cognitive, and socioemotional processes as well as a range of cultures. Each quest is designed with layered replayability, offering different students in the same class different experiences. Each Quest game takes approximately 30 minutes to complete.

**3. Discussion Board Activities: (15% of overall grade)**

Quest-Chapter discussion board POSTS and RESPONSES are due by 11:59 p.m. CST on the given due date. There are 10 discussion boards, each corresponding with the given chapter and unique Quest character. Each discussion board post is worth 20 points and each discussion board response is worth 10 points=30 points total. A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's discussion board post and provide a response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses

**4. Application Based Activities: (10% of overall grade)**

Application based activities (ABA) are interactive activities that engage students in authentic, real-world human development scenarios that promote the application of course concepts and critical thinking skills. Activities are designed to support learning progression from foundational understanding to more complex analysis and application across the lifespan. There are 7 ABA's, each taking approximately 15 minutes to complete.



**5. Reflection Paper on Milestones (10% of overall grade)-** 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.

**6. Course Reflection Discussion Board-** What have you learned throughout the course, and how has your understanding of the subject evolved? What skills have you developed, and how do you plan to apply them in the future? Additionally, what challenges did you face, and how did you overcome them?

**7. Role Model Reflection Paper (10% of overall grade)-** You will reflect and write a 2-3 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

### **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:**

SmartBook-25 points each

Quest-50 points each

Discussion Boards-25 points each

Milestone Reflection Paper- 100 points

Role Model Reflection Paper- 100 points

Course Reflection - 25 points

**DISTANT LEARNING 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 secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

**ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting 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. Acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.



## ADA (Americans with Disabilities Act)

### **SRSU DISABILITY SERVICES:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure that students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724. <https://www.sulross.edu/counseling-and-accessibility-services/>

### **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](https://www.timelycare.com/sulross). 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](https://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/](https://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.

### **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.

**SCHEDULE/DUE DATES:**

All Assignments are due by 11:59pm (CST).

***August 24- Online 3304 course officially begins.***

**Calendar of Assignments and Due Dates**

Late Assignments will not be accepted for grading-You will receive a 0, no exceptions!

| Assignment:                                  | Date Due: | Time Due:        | Date Completed: |
|----------------------------------------------|-----------|------------------|-----------------|
| Module 1                                     |           |                  |                 |
| Discussion Board-Online Participation Policy | 08-30-26  | 11:59 pm central |                 |
| AI Policy                                    | 08-30-26  | 11:59 pm central |                 |
| Discussion Board-Introduce Yourself          | 08-30-26  | 11:59 pm central |                 |
| SmartBook Overview                           | 08-30-26  | 11:59 pm central |                 |
| Module 2                                     |           |                  |                 |
| Chapter 1 SmartBook                          | 09-06-26  | 11:59 pm central |                 |
| Chapter 3 SmartBook                          | 09-06-26  | 11:59 pm central |                 |
| Chapter 5 SmartBook                          | 09-06-26  | 11:59 pm central |                 |
| Module 3                                     |           |                  |                 |



|                                                                  |          |                     |  |
|------------------------------------------------------------------|----------|---------------------|--|
| Quest: Gabi 9 months                                             | 09-13-26 | 11:59 pm<br>central |  |
| Discussion Board-Gabi                                            | 09-13-26 | 11:59 pm<br>central |  |
| Reflection on Milestone                                          | 09-13-26 | 11:59 pm<br>central |  |
| Module 4                                                         |          |                     |  |
| Chapter 7 SmartBook                                              | 09-20-26 | 11:59 pm<br>central |  |
| Quest: Haruki                                                    | 09-20-26 | 11:59 pm<br>central |  |
| Discussion Board-Haruki                                          | 09-20-26 | 11:59 pm<br>central |  |
| Module 5                                                         |          |                     |  |
| Chapter 9 SmartBook                                              | 09-27-26 | 11:59 pm<br>central |  |
| Quest: Zoe                                                       | 09-27-26 | 11:59 pm<br>central |  |
| Discussion Board-Zoe                                             | 09-27-26 | 11:59 pm<br>central |  |
| Module 6                                                         |          |                     |  |
| ABA-Milestones: Changes in Self-Definition Middle-Late Childhood | 10-04-26 | 11:59 pm<br>central |  |
| Quest: Abby                                                      | 10-04-26 | 11:59 pm<br>central |  |
| Discussion Board-Abby                                            | 10-04-26 | 11:59 pm<br>central |  |
| Module 7                                                         |          |                     |  |
| Chapter 11 SmartBook                                             | 10-11-26 | 11:59 pm<br>central |  |
| Quest-James                                                      | 10-11-26 | 11:59 pm<br>central |  |



|                                                                       |          |                     |  |
|-----------------------------------------------------------------------|----------|---------------------|--|
| Discussion Board-James                                                | 10-11-26 | 11:59 pm<br>central |  |
| Module 8                                                              |          |                     |  |
| Chapter 13 SmartBook                                                  | 10-18-26 | 11:59 pm<br>central |  |
| Quest: Kate                                                           | 10-18-26 | 11:59 pm<br>central |  |
| Discussion Board-Kate                                                 | 10-18-26 | 11:59 pm<br>central |  |
| Module 9                                                              |          |                     |  |
| ABA-Milestones: Perspectives on Emotion, Early Adulthood              | 10-25-26 | 11:59 pm<br>central |  |
| ABA-Milestones: Perspectives on Body Image, Early Adulthood           | 10-25-26 | 11:59 pm<br>central |  |
| Module 10                                                             |          |                     |  |
| Chapter 15 SmartBook                                                  | 11-01-26 | 11:59 pm<br>central |  |
| Quest: Allison                                                        | 11-01-26 | 11:59 pm<br>central |  |
| Discussion Board-Allison                                              | 11-01-26 | 11:59 pm<br>central |  |
| Module 11                                                             |          |                     |  |
| ABA-Milestones: Perspectives on Emotion, Middle Adulthood             | 11-08-26 | 11:59 pm<br>central |  |
| ABA-Milestones: Perspectives on Thinking and Memory, Middle Adulthood | 11-08-26 | 11:59 pm<br>central |  |
| Module 12                                                             |          |                     |  |
| Chapter 17 SmartBook                                                  | 11-15-26 | 11:59 pm<br>central |  |
| Quest: Harvey                                                         | 11-15-26 | 11:59 pm<br>central |  |



|                                                           |          |                     |  |
|-----------------------------------------------------------|----------|---------------------|--|
| Discussion Board-Harvey                                   | 11-15-26 | 11:59 pm<br>central |  |
| Module 13                                                 |          |                     |  |
| ABA-Milestones: Perspectives on Sexuality, Late Adulthood | 11-22-26 | 11:59 pm<br>central |  |
| ABA-Milestones: Perspectives on Death and Dying           | 11-22-26 | 11:59 pm<br>central |  |
| Module 14                                                 |          |                     |  |
| Chapter 19 SmartBook                                      | 11-29-26 | 11:59 pm<br>central |  |
| Quest: Emilio                                             | 11-29-26 | 11:59 pm<br>central |  |
| Discussion Board-Emilio                                   | 11-29-26 | 11:59 pm<br>central |  |
| Module 15                                                 |          |                     |  |
| Discussion Board: Course Reflection                       | 12-06-26 | 11:59 pm<br>central |  |
| Role Model Reflection Paper                               | 12-06-26 | 11:59 pm<br>central |  |

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

| Sub-skill                       | Beginning<br>1                                                                       | Basic<br>2                                                                                    | Proficient<br>3                                                                      | Advanced<br>4                                                                                    | Exceptional<br>5                                                                                      | Score |
|---------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------|
| <b>Integration of Knowledge</b> | The paper did not incorporate knowledge from the literature or class in relevant and | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways |       |



|  |                 |  |  |  |  |  |
|--|-----------------|--|--|--|--|--|
|  | meaningful ways |  |  |  |  |  |
|--|-----------------|--|--|--|--|--|

|                                      |                                                                                                                                 |                                                                                                                                                |                                                                                                                                                |                                                                                                                                                                |                                                                                                                                                                  |              |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Organization and Presentation</b> | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |              |
| <b>Focus</b>                         | The paper's topic lacked focus and a clear direction                                                                            | The paper's topic had occasional focus, direction, and purpose                                                                                 | The paper's topic had focus and clarity of direction and purpose                                                                               | The paper's topic had effective focus and clarity of direction and purpose                                                                                     | The paper's topic had very effective focus and clarity of direction and purpose                                                                                  |              |
| <b>Sub-skill</b>                     | <b>Beginning</b><br><b>1</b>                                                                                                    | <b>Basic</b><br><b>2</b>                                                                                                                       | <b>Proficient</b><br><b>3</b>                                                                                                                  | <b>Advanced</b><br><b>4</b>                                                                                                                                    | <b>Exceptional</b><br><b>5</b>                                                                                                                                   | <b>Score</b> |
| <b>Level of Coverage</b>             | The paper lacked depth, elaboration, and relevant material                                                                      | The paper occasionally included depth, elaboration, and relevant material                                                                      | The paper included depth, elaboration, and relevant material                                                                                   | The paper effectively included depth, elaboration, and relevant material                                                                                       | The paper very effectively included depth, elaboration, and relevant material                                                                                    |              |



|                              |                                                             |                                                         |                                                             |                                                                    |                                                       |  |
|------------------------------|-------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------|--|
| <b>Grammar/<br/>Spelling</b> | The paper contained numerous errors of grammar and spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and spelling | The paper contained only one or two errors of grammar and spelling | The paper contained no errors of grammar and spelling |  |
|------------------------------|-------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------|--|

|                               |                                                                                                                                                                         |                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                                                                                 |                                                                                                                                                                     |  |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>References and Sources</b> | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| <b>APA Style</b>              | The paper did not use APA style                                                                                                                                         | The paper was partly based on APA style                                                                                                                                         | The paper was mostly based on APA style                                                                                                             | The paper was based on APA style with only a few exceptions                                                                                                     | The paper was completely and accurately based on APA style                                                                                                          |  |
| <b>Total Score</b>            |                                                                                                                                                                         |                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                                                                                 |                                                                                                                                                                     |  |
| <b>Mean Score</b>             |                                                                                                                                                                         |                                                                                                                                                                                 |                                                                                                                                                     |                                                                                                                                                                 |                                                                                                                                                                     |  |

Comments: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_ A# \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

Student

