

**George Mason University
College of Education and Human Development
Secondary Education Program**

College of
EDUCATION HUMAN DEVELOPMENT 



Promoting Learning  Development Across the Lifespan

EDUC 672-002 CRN 71662
Human Development and Learning: Secondary Education
3 credits Fall Semester 2016
Day and Time: Thursday, 4:30-7:10, Thompson Hall 1018, Fairfax

Instructor: Karen Banks, Ph.D
Office Hours: By appointment
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Course Description EDUC 672 explores the processes that influence the intellectual, social, emotional and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment and how technology supports teaching and learning.

Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone. The class will involve large and small group work, and individualized work on the online discussion link on Bb. The online discussions are to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session.

Relationship Between Course Objectives and Conceptual Framework Core Values

Course Objectives

1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by watching an adolescent movie, interviewing an adolescent and teacher, and analyzing these characteristics in three five-page research papers.

Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by analyzing individual case studies.

Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.

Conceptual Framework Core Values

Research based practice
Ethical Leadership
Social Justice

Research based practice
Social Justice
Ethical Leadership

Research based practice
Ethical Leadership
Innovation
Social Justice

Course Objectives

Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.

Students will demonstrate an understanding of the process of creating a learning environment in which adolescents construct knowledge, access prior knowledge, engage in problem solving, and add information to social/environmental scaffolding through successfully analyzing case studies and analysis of peer-reviewed, data-based research shared with classmates on Bb.

Conceptual Framework Core Values

Research based practice
Collaboration
Ethical Leadership
Innovation

Research based practice
Ethical Leadership
Collaboration
Innovation
Social Justice

Required Textbooks:

Woolfolk, A.E. (2010) *Educational psychology* (12th ed). Upper Saddle, NJ: Merrill. (A.W.)

Ormrod, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*. Upper Saddle River, NJ: Prentice Hall. (O & M)

Other articles and handouts will be posted on-line on Bb. The site for our course is at <http://mymasonportal.gmu.edu>.

Course Performance Evaluation

1. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, attendance and participation are important. Readings must be completed before class. Attendance and participation (including Bb assignments) make up 10% of the grade. If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

2. Written Assignments: All written assignments must be completed on a word processor. Assignments are to be turned in as **hard copy** on the date due. If you are

absent you need to make arrangements to get the assignment to the instructor. There is a 20% late penalty for late assignments, unless arrangements have been made, at the discretion of the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information <http://oai.gmu.edu/honor-code/><http://oai.gmu.edu/honor-code>. Students must use the writing style described in the Fifth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual or resources on OWL Purdue.

3. Oral Group Presentation: Students will be assigned to groups of no more than four students. Each group will select a chapter from the book, additional research and readings related to the topics in the chapter to present to the class. Research cited in the presentation should reflect data based research in adolescent development. The oral presentation includes both a description of a developmental theory that underlies the research cited and an interactive activity for the class that demonstrates application of the theory in classroom instruction. The presentation should last 20-40 minutes (be mindful of the time limit) and should include use of **power point** to present information. The power point should be sent to the instructor at least two days prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point. (20 points)

4. Assignments: Fieldwork Assignment #1 (individual)

Students will choose an adolescent novel from the list below to read and analyze. Options include: *The Book of Trees*, *The Brothers Torres*, *I Will Always Write Back*, *Wintergirls*, *The Secret Life of Sonia Rodriguez*, *Fan Girl*, *Marcelo in the Real World*, *Enrique's Journey*, *Revolution*, *More Happy Than Not*, *Artichoke's Heart*, *Thirteen Reasons Why*, *Muchacho*, *Right Behind You*, *The List*, *Awaken*, *Burned*, *Birthmarked*, *Diamond Boy*, *We All Looked Up*.

Students will analyze issues of acceptance, self-concept development, peer relations, relationships with adults and/or personal values and goals. Students will explore how to engage adolescents in discussion and activities around these issues within the context of a content area class. Students can choose a content area context to focus the implementation of the discussion and activities. Students will write a five-page paper that describes the issues in the novel with relation to adolescent development, and a description of five activities that could be implemented in a content area context. Remember to cite the book appropriately. (10 points)

**Assignment #2 – Independent Analysis of Case Study (Cases 11 and 36)
(can be done with a partner)**

Students will be assigned two case studies to compare and analyze, supported by information presented in the Woolfolk text that describes adolescent development (e.g.— physical, social/emotional, cognitive and motivation). The comparison/analysis should also include a discussion of how the characteristics presented in the case studies would influence classroom strategies you would use. You need to cite the text to support your

analysis with necessary citations in APA format. The analysis of the two case studies and teaching applications should be at least five pages in length (total). (10 points)

Assignment #3- Interview an Adolescent (can be done with a partner) Interview an adolescent about how motivation affects his/her learning and behavior. That is, what motivates this student to succeed? Also, interview a teacher about motivational techniques that work in the classroom. The student and teacher do NOT need to be in the same classroom. The interview and analysis should result in a paper that shows a connection between information gained from the interview with motivation, social/cognitive and cognitive development. Students need to present teaching strategies that support positive motivation and engagement in classroom instruction, with a connection to theory and research discussed in class, in a paper at least five pages in length. References should be cited from the Woolfolk textbook and other research discussed in class. (10 points)

5. Bb assignment (individual)

Students will participate in a two-part Bb discussion (out-of-class). Part I involves summarizing a peer-reviewed, data-based research article related to adolescent literacy development, risk-taking behavior, homelessness, career awareness, adolescent pregnancy, and/or self-destructive behaviors such as self-mutilation or gang-involvement. Students will also post suggested strategies for how to learn if adolescents are facing that issue and how to help adolescents cope with the issue in a classroom setting. All students will read the discussion board posts of others and be prepared to discuss in class. Make sure to include the full reference in APA format for the article on Bb. Part II of the Bb assignment is to view a presentation by Dr. George Banks to the U.S. Dept of Education regarding minority student achievement. Students will summarize the main points of the presentation, and then post three applications of the points made in the presentation to the student's own teaching. (10 points)

6. Application Project (PBA) (must be individual and submitted to TK20)

Students will create a composite description of a typical adolescent that may be encountered in a general education classroom. 1) Students will describe the physical, social/emotional and cognitive/language development of the adolescent, and resources available in the home, school and community. 2) Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. 3) Teaching strategies for meeting the needs of the adolescent within a classroom will be described. 4) Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. All strategies will be supported by at least two research references for each set of strategies (six references total) **and** the textbook, in APA format. (30 points)

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required Tk20 performance-based assessment(s) (designated as such in the syllabus) is required to submit this assessment to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate

minor). Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through

Commitment to key elements of the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing in professionalism
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation

Reciprocal, active learning

- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening

- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning
- Commitment to being a member of a learning community*
 - Professional dialogue
 - Self-improvement
 - Collective improvement
 - Reflective practice
 - Responsibility
 - Flexibility
 - Collaboration
 - Continuous, lifelong learning
- Commitment to democratic values and social justice*
 - Understanding systemic issues that prevent full participation
 - Awareness of practices that sustain unequal treatment or unequal voice
 - Advocate for practices that promote equity and access
 - Respects the opinion and dignity of others
 - Sensitive to community and cultural norms
 - Appreciates and integrates multiple perspectives

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for students

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application

deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to **access the ODS.**

SPECIAL ATTENTION

- Please turn off cell phones and/or pagers while in the classroom.
- Please activate your GMU account. All correspondence will be through your account.
- All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources
- Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with the advanced knowledge and pre-approval of the professor.
- Cell phones, pagers, and other communicative devices should be stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.

Grading Scale

A = 93-100%	B = 80-87%
A- = 90-92%	C = 70-79%
B+ = 88-89%	D/F = Below 70

Point Distribution

Fieldwork Assignments:	30
Attendance and Participation:	10
Oral Presentation:	20
Application Project	30
Discussion on Bb	10
TOTAL:	100 points

Tentative Course Schedule

Topic/Assignments

Date

- 9/1 Introductions, Goals for the Semester
Create a representation of an adolescent
Research strategies used to study development
Review texts and syllabus
Assignment: Read Ch 1 and 2 AW and
Case Study 40 O & M
- 9/8 Research in Development and Cognitive Development
Discussion of Case Study 40 O & M
Form groups for presentations and schedule
Assignment: Read Ch 3, 4 & 11AW and Case Studies 24
and 48 O & M
- 9/15 **Meet at Gateway Library**
Use of databases orientation
Explore peer-reviewed articles for posting on Bb
Upstairs classroom
Assignment: Read Case Study 37 O & M
- 9/22 Social Cognitive Views of Learning & Motivation
Discussion of Ch 3, 4 & 11AW
Discussion of Case Studies 24, 48 & 37 O & M
Group Presentation (Ch 11)
- 9/29 **Out of Class Bb assignment Part I: Summarize a research article on a topic related to adolescent development and post on Bb by midnight 9/29. Read other posts for class discussion on 10/6.**
Assignment: Read Ch 5 AW and Case Study 25 O & M
- 10/6 Language Development and Diversity in the Classroom
Discussion of Bb postings, Ch 5 AW and Case Study 25 O & M
Group Presentation (Ch 5)
Assignment: Read Ch 6 AW and Case Study 26 O & M
- 10/13 Culture and Diversity in the Class
Discussion of Ch 6 AW, Case Study 26 O & M
Group Presentation Ch 6
Assignment #1 Due
- 10/20 **Out of Class Assignment on Bb (Part II)**
Post summary of presentation by Dr. George Banks on YouTube (all three parts) and three suggested strategies to apply points presented. Post by midnight 10/20 on Bb.

- 10/27 Guest Speaker, Dr. George Banks
Assignment: Read Ch 7 AW and Case Study 33 O & M
- 11/3 Behavioral Views of Learning
Discussion of Ch 7 AW and Case Study 33 O&M
Group Presentation (Ch 7)
Assignment: Read Ch 9 AW and Case Study 41 O & M
Assignment #2 DUE
- 11/10 Complex Cognitive Processes
Discussion of Ch 9 and Case Study 41 O & M
Group presentation: Ch 9
Assignment: Read Ch 13 AW, Case Study 47 O & M
- 11/17 Creating Learning Environments and Teaching Strategies
Discussion of Ch 13 AW and Case Study 47 O&M
Group Presentation (Ch 13)
Assignment #3 DUE
- 11/24 THANKSGIVING
- 12/1 Teaching Adolescents in the real world
Application Project Due (PBA)
Evaluations
- 12/8 Wrap Up Review of Goals for Semester
Return of Projects

EDUC 372/672 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT

<p>Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human Growth and Development</p>	<p>Does not meet Expectations (0 points)</p>	<p>Approaching Expectations (1 point)</p>	<p>Meets Expectations (2 points)</p>	<p>Exceeds Expectations (3 points)</p>
<p>Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional and cognitive language development and home/school community resources</p>	<p>Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development</p>	<p>Includes only two of the following characteristics physical, social/emotional, and cognitive language development</p>	<p>Includes all required characteristics of whole adolescent but not the home/school/community context</p>	<p>Includes all required characteristics of whole adolescent and home/school/community context child lives in</p>
<p>Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values and goals</p>	<p>Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references</p>	<p>Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references</p>	<p>Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.</p>	<p>Includes strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text</p>

EDUC 672
Name:

Rubric

Assignment #1 Novel Analysis

____/6 Describe how adolescent developmental characteristics are portrayed in the novel

____/4 Present analysis in a five-page paper in APA format with references

Total: /10

Comments:

EDUC 672 Rubric Assignment #2 Analysis of Case Studies 11 & 36
Name:

___ / 3 Describe and compare the physical, social/emotional, and cognitive development of case study students

___ / 4 Describe classroom strategies that would engage the adolescents in classroom learning

___ / 3 Analysis is at least five pages long with supporting references (total for two case studies)

Total: /10

Comment:

EDUC 672 Rubric Assignment #3 Interview of Adolescent and Teacher

Name:

___/2 Interview questions and summary of responses from adolescent and teacher

___/3 Describe the connection between information gathered through the interview and motivation

___/3 Description of teaching strategies that support positive motivation and engagement in the classroom

___/2 Paper is at least five pages in length, APA format with references

Total: /10

EDUC 672/372 Rubric
Names of presenters:

Group Presentation

____/5 Five scholarly references in APA format cited in presentation and on last slide

____/7 Description of the theory

____/5 Interactive activity that demonstrates application in the classroom

____/3 Use of PowerPoint to make presentation

Total: /20 points

Comments:

EDUC 672/372
Name:

Rubric

Bb Assignment Part I

____/2.5 Summarize data-based, peer-reviewed research article and post by deadline

____/2.5 Present at least one strategy for determining issues adolescents may experience and at least one strategy for relating to adolescents in a classroom setting

Total: /5

EDUC 672/372

Rubric

Bb Assignment Part II

Name:

View video of Dr. George Banks on YouTube

____ 2.5 Summarize the main points of Dr. Banks' presentation

____ 2.5 Describe three implications for teaching diverse students, based on points made in the video presentation.

Total: /5