

**George Mason University  
College of Education and Human Development  
Early Childhood Education**

ECED 501.001 Developmental Pathways of Diverse Learners, Birth-Adolescence  
3 Credits, Summer 2017; Session N, 5/22 – 8/12  
Face-to-Face Class Session: Saturday 6/3, 9-4 pm  
Thompson Hall 1017, Fairfax Campus

**Faculty**

Name: Hugh McIntosh, PhD  
Office Hours: By Appointment  
Office Location: Thompson Hall 1200  
Office Phone:  
Email Address: [hmcinto2@gmu.edu](mailto:hmcinto2@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered 87% online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard (Bb) course site using their Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 27.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on the first day listed for each particular module.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Course Topics and Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
3. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
4. Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
5. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive, social, and emotional domains.
6. Discuss the etiology of major disabilities as well as giftedness.
7. Select culturally and linguistically appropriate resources to use with diverse families and their children.
8. Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
9. Explain the effects of child abuse and neglect on development.

## **Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:

### **CEC Standard Elements**

*CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.*

### **NAEYC Standard Elements**

*NAEYC 1a Knowing and understanding young children's characteristics and needs.*

*NAEYC 1b Knowing and understanding the multiple influences on development and learning.*

### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Lightfoot, C., Cole, M., & Cole. S. (2013). *The development of children* (7<sup>th</sup> ed.). New York, NY: Worth.

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

<b>Assignments</b>	<b>Points</b>
Attendance and Participation	15
Online discussions	20
Journal Article Review	5
Case Studies Analysis Paper	
• Infant/Toddler	20
• Preschool	20
• Early Elementary	20
• Full Case Studies Analysis uploaded to Tk20 on Bb	
<i>A penalty of about 5% may be assessed for late submissions</i>	
<b>TOTAL</b>	<b>100</b>

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

- **Assignments and/or Examinations**

**Journal Article Review (5 points)**

Students will read and review a *peer-reviewed, empirical-research journal article published in the past decade*. The article should (a) address development or learning in infancy, early childhood, middle childhood, or adolescence and (b) should focus on children or adolescents with diverse cultural, linguistic, or economic backgrounds or on children with disabilities. The article needs to be approved by instructor before review takes place.

Students will do the following:

- Provide a summary of the content in the article, focusing especially on why the study was undertaken and what was found or learned;
- Specify how the content in the article is consistent or inconsistent with the information presented in their course text; and
- Specify how it adds to their knowledge base on development and learning.

The review should be about two pages (but no more than three pages) in length plus title and reference pages.

## **Understanding and Integrating Developmental Pathways Case Studies Analysis (60 points)**

This is Key Assessment 2 Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. Students will submit the case studies analysis in three parts: (a) infant/toddler, (b) preschool, and (c) early elementary. Students will consolidate the three case study analyses into one document and will submit the consolidated document to Tk20 through Blackboard. Final course grades will not be released until the consolidated document is uploaded. The assessment description and scoring rubric are attached. Each case study analysis is worth 20 points.

- **Other Requirements**

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Attendance points (.5 point each for 15 modules) are assessed via quizzes, and participation points (.5 each for 15 modules) are assessed via Apply – Reflect assignments.

### **Online Discussions (20 points)**

Online discussions are evaluated for content, frequency, and punctuality of participation.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Course Topics and Schedule**

Jun. 3 (in-class)	Module 1: The Study of Human Development Module 2: Biocultural Foundations
Jun. 3-Jun. 9	Module 3: Prenatal Development & Birth
Jun. 8-Jun. 14	Module 4: The First Three Months
Jun. 10	<b>Submit journal article for approval</b>
Jun. 12	Collaborate session on APA style and journal article review
Jun. 13-Jun. 19	Module 5: Physical & Cognitive Development in Infancy
Jun. 17	<b>Submit Journal Article Review</b>
Jun. 18-Jun. 24	Module 6: Social & Emotional Development in Infancy Survey
Jun. 23-Jun. 29	Module 7: Contexts of Development
Jun. 26	Collaborate session on CSA paper
Jun. 28-Jul. 6	Module 8: Language Acquisition
Jul. 2	<b>Submit CSA paper: Infant/toddler</b>
Jul. 3-Jul. 11	Module 9: Physical & Cognitive Development in Early Childhood
Jul. 8-Jul. 14	Module 10: Social & Emotional Development in Early Childhood
Jul. 13-Jul. 19	Module 11: Physical & Cognitive Development in Middle Childhood
Jul. 16	<b>Submit CSA paper: Preschool</b>
Jul. 18-Jul. 24	Module 12: School as a Context for Development
Jul. 23-29	Module 13: Social & Emotional Development in Middle Childhood
Aug. 3	<b>Submit CSA paper: Kindergarten to grade 3</b>
Aug. 4-Aug. 10	Module 14: Physical & Cognitive Development in Adolescence Module 15: Social & Emotional Development in Adolescence

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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

### *Policies*

- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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