ECED 501 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Fall 2011
Wednesdays, 4:30-7:10
Krug Hall, Room 5

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Office hours: Before Class and After Class, and by appt

Course Description

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

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:
- 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.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- 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.
- 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.
- Discuss the etiology of major disabilities as well as giftedness.
- Select culturally and linguistically appropriate resources to use with diverse families and their children.
- Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the affect of child abuse and neglect on development.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Bodrova, E. & Leong, D. J. (2006). *Tools of the mind: The Vygotskian approach to early childhood education.* Prentice Hall. ISBN: 0130278041

Lightfoot, C., Cole, M., & Cole. S. (2009). *The Development of Children 6th Edition*. New York, NY: Worth Publishers.

Shonkoff, J.P. & Phillips, D.A. (2000). *From neurons to neighborhoods: The science of early Childhood development.* Washington DC: National Academy Press.ISBN: 0309069882 (Text found at www.nap.edu)

Recommended Texts

Trawick-Smith, J. (2005). *Early childhood development: A multicultural perspective* (latest edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-046576-3

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- 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 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/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.

4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class 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 guide at http://library.gmu.edu/resources/edu/. 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.

Grading Criteria

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

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

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.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Child Abuse and Neglect Training	Sept 28	5
Developmental Theory Perspective	Oct 5 (Paper & Presentation) & Oct 12 (Presentation)	15
Observation, Analysis, and E-Book of Children's Play	Observations: Nov 2, Nov 9, & Nov 16, E-Photo Storybook: Nov 30	25
Understanding and Integrating Developmental Pathways Case Studies Analysis	Dec 14	40
TOTAL		100

1. **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 is 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 is 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. Go to mymason, **http://mymason.gmu.edu,** to login to Blackboard 9.1

2. Child Abuse and Neglect Online Training (5 points)

Students must complete an online mini course on Child Abuse and Neglect. Students will upload and submit a copy of the certificate of completion onto TaskStream before the last class period. Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program offers an online course that fulfills the requirement. This course is entitled "*Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators"* and is available, <u>at no cost</u>, at www.vcu.edu/vissta/training/va_teachers.

Due on: September 28, 2011

3. Developmental Theory Perspective (15 points)

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of an individual theory and associated theorists. Grand theories included in the text include Psychodynamic Theories, Social Learning Theories, Piaget's Constructive Theory, Vygotky's Sociocultural Theory and modern theories include Evolutionary Theories, Information-Processing Theories, Systems Theories, and Critical Theories. Students will select a theoretical perspective and write a three page overview, double-spaced summary that includes at least the following information:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. The impact of the theory on Education
6. Weaknesses and Strengths of theory
7. Compare and contrast to at least two other perspectives

The main source of information will be course textbooks; however, other sources should be consulted and sited. Scoring guide will be based on key elements of assignment.
Paper Due: October 5 (10 points)
Presentations: October 5 and October 12 (5 points)

4. Observation and Analysis of Children's Play (25 points total)

All early childhood educators and special educators need to develop the skills needed to observe and analyze young children's play. They learn most about children by studying their behavior directly, observing with objectivity, making careful notes and reflecting upon them thoughtfully.

Accurate observations make valuable contributions toward planning for one child's learning or improving curriculum for the entire group. Observations help develop an understanding of the theories and how they provide information about child development. To this end students will conduct three observations of a focus child in different settings. Students must use the observation form provided to document their observations and bring the notes to class. They will analyze the observations notes in class, in small groups and will report out to the entire class. To receive points for observations #1-3, students must submit their observations notes to the instructor and participate in the small group activities. Scoring guide will be based on key elements of assignment.

Compile a Play e-Photo Storybook to tell the story of the child's development, learning preferences and interests. Through photographs, document your observations of their play interests, preferred activities, and their language, cognitive, social-emotional, and physical-motor development as observed through play. Include family friendly text in your Photo Story Book to describe the significance of the action in the photographs. Share your Photo Story Book with your focus child and their family prior to submitting it. Ask for their input on what else they would like to see included in the Photo Story Book. There are several software programs that can be used for this assignment, for example PowerPoint, PhotoStory, and Microsoft Movie Maker. A copy of this e-Photo Storybook could be given to the child and their family. Use the Lightfoot et al textbook and other readings to guide and support the selection and reflection of photos that represent child's development. Scoring guide will be based on key elements of assignment.

Observation 1 will be conducted during a free play session (**Nov 2, 5 points**)

Observation 2 will be conducted during a structured activity (**Nov 9, 5 points**)

Observation 3 will be conducted during free play outdoors (**Nov 16, 5 points**)

Play E-Photo Storybook (**Nov 30, 10 points**)

Due on **Nov 2**, **Nov 9**, **Nov 16**, **Nov 30**

5. **Understanding and Integrating Developmental Pathways Case Studies Analysis (40 points)**

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Aug 31	Introduction and review of syllabus The study of human development	Blackboard Entry Introducing Self Read Introductions on Blackboard
Sept 7	Theories of development Core concepts of early development	Lightfoot et al, Chapter 1 Shonkoff & Phillips, pgs. 22-32
Sept 14	Biocultural foundations	Lightfoot et al. Chapter 2
Sept 21	Prenatal development and birth	Lightfoot et al. Chapter 3
Sept 28	Infancy and brain development	Lightfoot et al. Chapter 4 Zero To Three website **Due: Child Abuse and Neglect Training**
Oct 5	Physical and cognitive development in infancy Observing and documenting development through photographs Role of play	Lightfoot et al. Chapter 5 & p. 34 Curtis Reading in Blackboard) Selected Play Readings by Lightfoot et al., Bodrova et al, Schonkoff (see Play section p. SI-14 & Blackboard) **Due: Developmental Theory Perspective Paper** **Due: Developmental Theory Presentation**
Oct 12	Social and emotional development in infancy	Lightfoot et al. Chapter 6 Shonkoff & Phillips Chapter 5 **Due: Developmental Theory Presentation**
Oct 19	Physical and cognitive development in early childhood	Lightfoot et al. Chapter 8 Bodrova & Leong, Chap 1-5
Oct 26	Language acquisition	Lightfoot et al. Chapter 7
Nov 2	Social and emotional development in early childhood	Lightfoot et al. Chapter 9 **Due: Play Observation 1**
Nov 9	Cultural contexts of development	Lightfoot et al. Chapter 10 **Due: Play Observation 2**
Nov 16	Play and development Benefits, Gender, Cultural, Self regulation,	Selected Play Readings by Lightfoot et al., Bodrova et al, Schonkoff (see Play Section p. SI-14 & Blackboard) **Due: Play Observation 3**
Nov 23	No Class, Thanksgiving Holiday	
Nov 30	Physical, cognitive and social emotional development in middle childhood	Lightfoot et al. Chapter 11 & 13 **Due: E-Photo Storybook on Play Share E-Book in class**
Dec 7	Physical, cognitive and social emotional development in adolescence	Lightfoot et al. Chapter 14 & 15 **E-Book on Play Sharing**
Dec 14	Last Day of Class	**Due: Case Studies Analysis**

Early Childhood Education NCATE Assessment 2 Content Knowledge
Understanding and Integrating Developmental Pathways Case Studies Analysis

Early Childhood Education NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence. This assessment shows evidence of meeting CEC Standard Elements 2a, 2b, and 2c and NAEYC Standard Elements 1a and 1b.

CEC Standard Elements Assessed

CEC 2a *Respect for students as unique human beings,*

CEC 2b Similarities and differences in human development and characteristics between and among individuals with and without exceptional learning needs,

CEC 2c Interaction of exceptional conditions with the domains of human development

NAEYC Standard Elements Assessed

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

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

Assessment Overview

In this assignment, students will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through adolescence. Students will do the following:

- View video recordings of children, birth through adolescence, from those provided via the internet
- Choose three video recordings that address different age ranges (video recording choices are presented in four age ranges, birth through toddler, early childhood, middle childhood, and adolescence)
- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings
- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address
- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development
- Reflect on their own personal views, assumptions, beliefs, and understandings about how children develop, relating these to what they saw in the video recording and discussing how they related that information to development and why they chose certain theories of focus

Students will respond to each of the following steps and questions for the Understanding and Integrating Developmental Pathways Case Studies Analysis.

Step One: Students will choose three video recordings to review and provide a brief explanation on why they chose to examine child development in light of these video recordings. Only one video recording per developmental level can be used. Below are the video recordings grouped by developmental level.[1]

Infant/Toddler
Special Quest Christopher's Story
http://www.youtube.com/watch?v=LEty6-c0cfQ

Early Childhood
Five-Year-Olds Pilot Their Own Project Learning
http://www.youtube.com/watch?v=_eyucHMifto

Middle Childhood
Success Spoken Here: Preparing Citizens of the World
http://www.youtube.com/watch?v=QXpruWdmwD8

Adolescence
Teaching Students to Work Together **http://www.youtube.com/watch?v=in_wHiw9hkY**

Grand Slam: Performance Poetry Engages Students
http://www.youtube.com/watch?v=D8eym-7jeo0

Step Two: Students will provide an explanation of the child (children's) unique characteristics and needs for each of the video recordings (*CEC 2a; NAEYC 1a*). Students will do the following:
- Address Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development
- Specify relevant theories applicable to their description of development and briefly present the main assumptions of those theories
- Use at least three theories of human development and learning

Step Three: Students will elaborate on each of the theories presented in Step Two (*CEC 2b, 2c*; *NAEYC 1b*). For each of the theories, students will do the following:
- Elaborate on the theories presented in Step Two by providing the following:
  a. key tenets of the theory
  b. how the theory explains cultural differences that are apparent in development c) how the theory explains variation in development, including disabilities
  c. weaknesses and strengths of the theory

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[1] We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

- Include class readings and specific examples of observations from the video recording that help to explain the theories

Step Four: Students will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*CEC 2b, 2c; NAEYC 1b*). Students will do the following:
- Demonstrate an understanding of how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
    a. family/community view of child/children's development, particularly their strengths
    b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community
    c. how children's exceptional abilities interact with (a) and (b)

Step Five: Students will examine their own assumptions or practice (*CEC 2a; NAEYC 1a*). Students will do the following:
- Reflect critically on their own assumptions, beliefs, and practices of human development of children and their families
- Discuss how these assumptions might impact their own observations, how one perceives various theories of human development, and how they are applied to professional practice

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**
Early Childhood Special Education NCATE ASSESSMENT 2 Content Knowledge Part A **Understanding and Integrating Developmental Pathways Case Studies Analysis** **ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence**				
CEC 2a Respect for students first as unique human beings	Provides a critical reflection that includes links to class discussions, reading and theoretical perspectives, roots of practices, views, and values and provides additional evidence above and beyond that required for the assignment that indicates respect for students first as unique human beings	Provides critical reflection that includes links to class discussions, reading and theoretical perspectives, roots of practices, views, and values	Provides an adequate reflection referencing some elements	Provides minimal or no reflection and critical analysis
CEC 2b Similarities and differences in human development and characteristics between and among individuals with and without exceptional learning needs (ELN)	Provides thorough delineation of stages/milestones and theoretical perspectives, including those evident between and among individuals with and without ELN and provides analysis of characteristics that includes compelling evidence supporting the understanding of development	Provides clear delineation of stages/milestones and theoretical perspectives, including those evident between and among individuals with and without ELN	Provides overall delineation of stages/milestones and theoretical perspective, including those evident between and among individuals with and without ELN, with some specificity missing	Does not address the domains of development and/or what is provided has a lack of clarity and thoroughness
CEC 2c Interaction of exceptional conditions with the domains of human development	Provides a clear delineation of stages/milestones and theoretical perspectives on the interaction of ELN and development and the specificity of the interactions and indicates exceptional understanding of both ELN and development	Provides a clear delineation of stages/milestones and theoretical perspectives on the interaction of ELN and development	Provides overall delineation of stages/milestones and theoretical perspective on the interaction of ELN and development with some specificity missing	Does not address the interaction of ELN and development and/or what is provided shows a lack of clarity and thoroughness

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 2 Content Knowledge **Understanding and Integrating Developmental Pathways Case Studies Analysis** **ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence** **NAEYC Standard 1: Promoting Child Development and Learning**				
1a: Knowing and understanding young children's characteristics and needs	Provides a thorough delineation of stages/ milestones and theoretical perspectives of child development and an in-depth analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Provides a clear delineation of stages/ milestones and theoretical perspectives of child development and analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Provides a partial delineation of stages/milestones and theoretical perspectives of child development and no or minimal analysis of characteristics that includes compelling evidence supporting the understanding of development and meeting children's needs	Lacks clarity and thoroughness or doesn't address all domains of development and provides no analysis of characteristics of development and meeting children's needs
1b: Knowing and understanding the multiple influences on development and learning	Provides clear description of stages/ milestones and thorough analysis of the interaction of development, family and community culture and language, poverty status, and ability levels and specificity of the description of the interactions indicates exceptional understanding of development and its various pathways	Provides clear description of stages/ milestones and analysis of the interaction of development, family and community culture and language, poverty status, and ability levels	Provides partial and broad description of stages/ milestones and the interaction of development, family and community culture and language, poverty status, and ability levels	Lacks clarity and thoroughness or doesn't address the interaction of development, family and community culture and language, poverty status, and ability levels