

**EDUC 302 - 001**

**Spring 2012    Wednesday 4:30 pm – 70:10 pm    Room: A 205 Robinson Hall**

**Office Hours: by appointment.**

**Course Description**

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice.

**Notes:** Requires school-based field experience during course.

**Nature of Course Delivery**

**THIS CLASS IS DESIGNED TO EMPHASIZE THE IMPUT OF ACTIVE LEARNERS. BE PREPARED TO PARTICIPATE.**

**Textbook**

1. Human Development by: Diane Papalia, Sally Wendkos, Ruth Feldman (11<sup>th</sup> Ed.) McGraw Hill, 2007
2. Student- selected, course related readings to be found in magazines, journals, books and pre-approved internet readings.

**Objectives**

Upon completion of the course, students should be able to do the following:

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains.
2. Examine and explain the contributions of heredity, environment, and child rearing practices to the total development of the child.
3. Understand the development, and or, the application of theories as they apply to the instruction of young children.
4. Explain how children learn through active exploration and multiple interactions with materials, other children, and the adults in their environment.
5. Demonstrate a knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

## Guidelines For The Field Experience Report

Each student will write a *Field Experience Report* based on their field experience of **10 hours** in a school. Include the following sections in your report: **100 points** **DUE: 5/4**

### **The Evaluation for Field Experience Performance**

- Completed and signed by the field experience supervising teacher. (1page: See example) **10 points**

### **Overall Reports Content, Appearance, and Format. 15 points**

#### **A Field Experience Observation Report to Include:**

- Brief description of a lesson(s) observed and/or participated in. (10)
- Description of the methods and materials used to meet the stated objective(s). (10)
- Citing the way(s) learning was evaluated. (10) (1-2 pages) **30 points**

#### **A Summary of the Benefits Derived From Your Field Experience (1 page) 15 points**

#### **A Description of Students' Needs at the Grade Level Observed**

- Describe the physical (5), emotional (5), social (5), and intellectual needs (5) of the students you observed.
- Identify two of the ways that teachers addressed those needs (5/5). (1 page) **30 points**

**Note:** The Field Experience Report is to be typed in a clear (12 point, doubled spaced) and concise manner. Previous experience indicates that the Field Experience Report should be 4-5 pages in length.

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**Evaluation:** During this course, grades will be based on the following: a **Marvelous Me Presentation**, four **in-class exams/activities**, a set of **Class Journals** ( 4 entries) a **Field Experience Report**, which is developed from the **10 hours of field experience that is required for this course**, and a **Final Examination**.

#### **Point System:**

<b>Class Activities</b>	<b>100 points</b>
<b>Marvelous Me</b>	<b>50 “</b>
<b>Class Journals (4)</b>	<b>100 “</b>
<b>Field Experience Report</b>	<b>100 “</b>
<b>Final Examination</b>	<b>100 “</b>

#### **Grading Scale:**

<b>450-445 = A+</b>
<b>444-439 = A</b>
<b>438-434 = A-</b>
<b>433-428 = B+</b>
<b>427-422 = B</b>
<b>421-412 = B-</b>
<b>411-401 = C+</b>
<b>400-390 = C</b>
<b>389-369 = C-</b>
<b>368-355 = D</b>
<b>354- 0 = F</b>

#### **Your Points**

<b>...../...../...../.....</b>
<b>.....</b>
<b>...../...../...../.....</b>
<b>.....</b>
<b>.....</b>

## EDUC 302

### Guidelines for the “Marvelous Me” Presentation (50 points)

- Follow the directions on the work sheet.
- Be extremely creative. Give us your very BEST !
- Use the example of your instructor as a suggestion to the method of presentation.
- Please limit yourself to approximately 3 minutes. You will be timed.
- Remember there are no small parts, just small actors !

**DUE: 2/8**

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### Guidelines for Class Journal (100 pts. total)

Each person in this class is responsible for writing four (4) journal entries. Each entry is worth 25 pts. and should be no more than one (1) page double spaced in length. You may choose any topic that has been discussed/covered in class, as well as the text. Please reflect and include your personal perspective when writing your entries. **Please turn in all of your journals on the syllabus due dates.**

**DUE: 2/15, 3/7, 4/4, 4/25**

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### Guidelines for Class Attendance

- Each class may be an opportunity to earn **25 points** for an in class quiz or activity, and therefore only by being in class can you learn and earn points for your efforts.
- Interaction in both lectures and activities can only occur if you are present.
- Any and all class activities / test grades or credit will be based on class attendance.
- If you are serious about the grade you receive become pro-active in the process through your attendance. Please plan to attend class. **Contact me in advance if you can not attend class.**

**A loss of 15 pts. for assignments turned in 1 day late. Plus an additional 5 pts. per day.**

**Please note that I will not accept any assignments after 2 calendar days past that due date.**

## Educ 302 - 001 Course Outline and Topics

<u>CLASS</u>	<u>DATE</u>	<u>CLASS TOPICS</u>
1	1/25	Introductions Course Overview Field Experience Overview
2	2/1	The Study of Human Development <b>Chpts.1,2</b>
3	<b>2/8</b>	<b><u>Marvelous Me !</u></b>
4	<b>2/15</b>	Forming a New Life / The Beginning of Life The first three years: Physical Development <b>Chpts. 3,4, <u>Due: Journal #1</u></b>
5	2/22	The first three years: Psychosocial Development The first three years: Cognitive Development <b>Chpts. 5,6</b>
7	3/29	Early Childhood: Physical/Cognitive Development Early Childhood: Psychosocial Development <b>Chpt.7,8</b>
8	<b>3/7</b>	Middle Childhood: Physical/Cognitive Development Middle Childhood: Psychosocial Development <b>Chpt. 9,10</b> <b><u>Due: Journal #2</u></b>
.....GMU Spring Break.....		
9	3/21	Adolescence: Physical & Cognitive Development <b>Chpt. 11</b>
10	3/28	Adolescence: Psychosocial Development <b>Chpt. 12</b>

11	4/4	Young Adults: Physical, Cognitive Development. <b>Chpt.13</b> <b><u>Due: Class Journal #3</u></b>
13	4/11	Young Adults: Psychosocial Development. <b>Chpt.14</b>
14	4/18	Middle Adults: Physical, Cognitive Development <b>Chpt.15</b>
15	4/25	Middle Adults: Psychosocial Development <b>Chpt.16</b> <b><u>Due: Class Journal #4</u></b>
16	5/2	Late Adulthood and the End of Life <b>Chpt.17-18-19.</b> <b><u>Due: Field Experience Report</u></b>
	5/9	<b><u>Final Examination</u></b> / Class Evaluations

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If you will **not be able to attend class** please **RSVP** in advance !!!

**Once Again:**

- ❖ A loss of 15 pts. for assignments turned in 1 day late. Plus an additional 5 pts. per day.
- ❖ Please note that **I will not accept** any assignments after **2** calendar days past the due date.

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**CLASS CANCELLATIONS WILL BE ANNOUNCED**  
**THROUGH YOUR GMU e mail,**  
**So Please check it often during inclement weather days.**  
**If road/driving conditions are not safe class will be cancelled.**

# George Mason University

College of Education and Human Development

## EDUC 302

### Field Experience Report Cover Sheet

<u>School</u>	<u>Teacher</u>	<u>Date</u>	<u>Hours</u>
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**Name:** (Your Name).....

**Date:** .../...../.....

**DUE: 5/2**

# Work Sheet for : Marvelous Me!

*A collage of who I am*

**Due: 2/8**

Take a good look at yourself. Identify some of your physical, cultural, social, emotional, and intellectual characteristics using a collage. On a piece of hard board, approximately (24''x 24'') arrange around your name, a collection of magazine pictures, photos, text, or anything else that will help you show us who you are. Be as creative as you wish, and present this with a great deal of enthusiasm, after all, you are talking about a marvelous person..... you!

**Please limit your presentation to approximately 3 minutes.**

## Project Requirements:

2 examples of your cultural characteristics	(4pts.)	2	2
2 examples of your physical characteristics	(4pts.)	2	2
2 examples of your social characteristics	(4pts.)	2	2
2 examples of your emotional characteristics	(4pts.)	2	2
Appearance of Project	(14 pts.)	5 general	5 effort 4 clarity
Presentation Style	(20 pts.)	5 poise	10 time 5 focus
<b>Total: 50 pts. ....</b>			

Select any “*special features*” of yourself, find an example, and use it. These are elements that add balance to your life. They are also the things that tell us what you value, reflect upon, look forward to, and are passionate about. While some of these are things that you must do.....they may not necessarily be who you *really* are; however they may, in fact, be exactly who your really are. So, since we are all so much more than what meets the eye, please choose things that may help define you as a person. **Remember since we will all be presenting that night 3 minutes will be the time limit on all MM's.**

**Name.....**

**Please make a copy of this sheet, print your full name, and give it to me as you go up to present, and SMILE ☺**

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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/>].

**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.

#### 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. 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. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
5. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### **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 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>.

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## Just For You

This part of the syllabus is a management tool to assist the learner in keeping track of all points and assignments as they are returned. Please use this to ease the stress of what is to be turned in and what has been returned to you. This will also assist both the professor and the student if a discrepancy in an assignment or a grade should arise. Please remember that the University Honor Code is in effect when recording your points.

<b>Class Activities</b>	<b>100 points</b>	<b>450-445 = A+</b>	<b>...../...../...../.....</b>
<b>Marvelous Me</b>	<b>50 “</b>	<b>444-439 = A</b>	<b>.....</b>
<b>Class Journals (4)</b>	<b>100 “</b>	<b>438-434 = A-</b>	<b>...../...../...../.....</b>
<b>Field Experience Report</b>	<b>100 “</b>	<b>433-428 = B+</b>	<b>.....</b>
<b>Final Examination</b>	<b>100 “</b>	<b>427-422 = B</b>	<b>.....</b>
		<b>421-412 = B-</b>	
		<b>411-401 = C+</b>	
		<b>400-390 = C</b>	
		<b>389-369 = C-</b>	
		<b>368-355 = D</b>	
		<b>354- 0 = F</b>	

## **THE END**

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**Dr.Prifti**