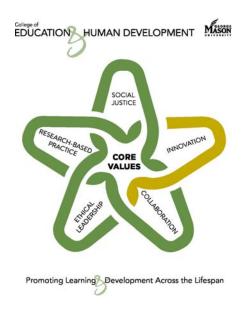**George Mason University**
**College of Education and Human Development**
**Secondary Education Program**



EDUC 372  Human Development and Learning:  Secondary Education
Spring Semester 2013

Instructor:  Karen Banks, Ph.D
Day and Time: Mondays 4:30-7:10
Class Location:  Thompson L013
Telephone:  702 620-1297
Email: kbanks@gmu.edu
Office Hours:  By appointment

Required Textbooks:
Woolfolk, A.E. (2010) *Educational psychology* (11th ed).  Upper Saddle, NJ:  Merrill.

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

Other articles/handouts will be distributed in class or posted on-line at the course website.
(Your GMU email address is required for communication with the course instructor and
for using Blackboard (Bb)! The site for our course is at http://mymasonportal.gmu.edu.
Use your GMU email login and password to access the site.)

**Optional Textbook**
*Publication Manual of the American Psychological Association* (6th ed.).

**Course Description**

EDUC 372 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 372 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 | Conceptual Framework Core Values |
|---|---|
| 1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by reading an adolescent novel and analyzing adolescent characteristics in  a three to five-page research paper. | Research based practice<br>Ethical Leadership |
| 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. | Research based practice<br>Social Justice<br>Ethical Leadership |

| Course Objectives | Conceptual Framework Core Values |
|---|---|
| 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. | Research based practice<br>Ethical Leadership<br>Innovation<br>Social Justice |
| 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. | Research based practice<br>Collaboration<br>Ethical Leadership<br>Innovation |
| 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. | Research based practice<br>Ethical Leadership<br>Collaboration<br>Innovation<br>Social Justice |

**Course Requirements**

**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 <u>before class</u>.   Attendance and participation 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 at the beginning of class on the date due.  If you are absent, send your assignment to the instructor as a Word attachment.  Late assignments will not be accepted without making prior arrangements with 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.

Students will be able to 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 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 databased 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 and should include use of power point to present information.  The power point should be sent to the instructor at least a day 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. **Fieldwork Assignment #1 – Independent Analysis of Case Study**
Students will be assigned one case study to analyze. The analysis will explore adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies.  In the case analysis you need to demonstrate understanding of the intersection of learning theory with instruction.  You also need to  explore multiple perspectives on problems students experience in school.  You will want to examine the case study information to problem solve potential strategies for supporting adolescent engagement in the learning process, and application of classroom learning in the students' lives outside of school.  Explore how special needs, interrupted educational experiences, language, racial, gender, ethnic or religious differences may impact student involvement and learning. The case study analysis assigned should be at least three-five pages in length. (15 points)

**Fieldwork Assignment #2- Analyze an Adolescent Novel**

Students will choose an adolescent novel to read and analyze.  Options include: *The Falcon, The Brothers Torres, Mockingjay,  Wintergirls, The Secret Life of Sonia Rodriquez, Jericho, Marcelo in the Real World, Enrique's Journey, A Place to Call Home, Sunrise over Fallujah, Artichoke's Heart, Thirteen Reasons Why, Muchacho, Right Behind You, The List, Awaken, Burned.*

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. (15 points)

**5. Application Project  (PBA)**
Students will create a case study of a typical adolescent that may be encountered in a general education classroom.  Students will describe the physical, social/emotional and cognitive/language development of the adolescent.  Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described.  Strategies for meeting the needs of the case study adolescent within a classroom will be described.  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 (six references total).  (30 points)

**6.  Bb assignments**
Students will participate in two Bb discussions (out-of-class) that will involve 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 explore, on Bb, suggested strategies for becoming aware of issues adolescents may be facing and how to relate to adolescents in a classroom setting.  All students will read the discussion board posts and be prepared to discuss in class.  (10 points)

**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.**

**The Graduate School of Education (GSE) expects that all students abide by the following:**
**A. 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 a:

*Commitment to the profession*
>  Promoting exemplary practice
>  Excellence in teaching and learning
>  Advancing the profession
>  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

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:
• Students are expected to exhibit professional behavior and dispositions. See
http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
• Students must follow the guidelines of the University Honor Code. See
http:// oai.gmu.edu/honor-code/for the full honor code.
Please note that:
o "Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else
without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of
thought of someone else without proper acknowledgment."
(from Mason Honor Code online at
http://mason.gmu.edu/~montecin/plagiarism.htm)
o Paraphrasing involves taking someone else's ideas and putting them in your own words.When you paraphrase, you need to cite the source.
o When material is copied word for word from a source, it is a direct quotation. You must
use quotation marks (or block indent the text) and cite the source.
o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
o Plagiarism and other forms of academic misconduct are treated seriously and may result in
disciplinary actions.

• Students must agree to abide by the university policy for Responsible Use of Computing. See
http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html.
Click on responsible Use of Computing Policy at the bottom of the screen.
• Students with disabilities who seek accommodations in a course must be registered with the
GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the
beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to
access the ODS.

**Grading Scale**
A  = 93-100%
A- = 90-92%
B+ = 88-89%
B  = 80-87%
C  = 70-79%
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**

| Date | Topic/Assignments |
|------|-------------------|
| 1/28 | Introductions, Goals for the Semester<br>Create a representation of an adolescent<br>Research strategies used to study development<br>Review texts and syllabus<br>Assignment:  Read Ch 1 and 2 AW and<br>Case Study 40 O & M |
| 2/4 | Cognitive and Language Development<br>English Language Learners<br>Discussion of Ch 1 and 2 AW and Case Study 40 O & M<br>Form groups for presentations and schedule<br>Assignment:  Read Ch 3 and 11AW and Case Studies 48<br>     and 24 O & M |
| 2/11 | Meet at Fenwick Library<br>Use of databases orientation<br>Explore peer-reviewed articles for posting on Bb<br>Upstairs classroom<br>Assignment:  Read Ch 4 AW<br>     Case Study 24 & 37 O & M |
| 2/18 | Self, Social and Moral Development<br>Learner Differences and Motivation in Learning<br>Discussion of Ch 3,4  and 11AW<br>Discussion of Case Studies 24 & 37 O & M<br>Group Presentations<br>Assignment:  Ch 6 AW and Case Study 25 O & M |
| 2/25 | Out of class **Bb assignment** |
| 3/4 | Behaviorist Views of Learning<br>Discussion of Ch 6 AW and Case Study  25 O&M<br>Discussion of Bb postings<br>Group Presentation<br>Assignment:  Read Ch 5 AW and Case Study 33 O & M |
| 3/11 | Spring Break |

| | |
|---|---|
| 3/18 | Diversity in the Classroom<br>Discussion of Case Study 33<br>Group Presentation<br>Assignment: Read Ch 7 & 8 AW, Case Study 12 O & M |
| 3/25 | Cognitive Processes<br>Discussion of Case Study 12<br>Group Presentations<br>**Field Assignment #1 DUE**<br>Assignment:  Read Ch 10 AW and Case Study 26 O & M |
| 4/1 | Social Cognitive Views of Learning<br>Discussion of  Ch 10 AW and Case Study 26 O&M<br>Group Presentation<br>Assignment:  Read Ch 9 AW and Case Study 41 O & M |
| 4/11 | Constructivism and Cooperative Learning<br>Discussion of  Ch 9 AW and Case Study 41 O&M<br>Group Presentation<br>Assignment:  Read Ch 13 and 14 AW  and Case Study  47<br>　　　　　　　O&M<br>**Field Assignment #2 DUE** |
| 4/22 | Out of Class **Assignment Bb** |
| 4/29 | Effective Assessment Strategies<br>Creating Effective Learning Environments<br>Discussion of  Ch 13 and 14 AW  and Bb Postings<br>Group Presentations<br>**Application Project DUE**<br>**Class Evaluations** |
| 5/6 | Wrap Up<br>Review of Goals for the Semester |

Every student registered for any (CEHD, Secondary Education) course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, (Application Project) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream.  Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN).  Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.