

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

**Human Development - 17379 - EDEP 632 - 001**

**Spring 2014**

**Instructor: Catalina Novac, Ph.D.**

**Class Date & Time: Thursday, 4:30 pm - 7:10 pm Innovation Hall 215G**

**Office Hours:** Tuesday 4:30-5:30 Thursday: 2:30—3:30, and by appointment (contact by email preferred)

**Office Location: TBA**

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### **COURSE DESCRIPTION**

Examines the course of human development from early childhood to adult, with special attention paid to childhood and adolescence. Major emphasis is placed on principles of research in human development and the major areas of cognitive, linguistic, and social contexts of development as they pertain to learners in schools and beyond.

### **Prerequisite**

None

### **REQUIRED TEXTS**

Papalia, E. E., Wendkos Olds, S., & Feldman, R. D. (2012). Experience Human Development (12<sup>th</sup> or 11<sup>th</sup> edition). New York: McGraw Hill.

Rogoff, B. (2003). The cultural nature of human development. New York: Oxford University Press.

### **NATURE OF COURSE DELIVERY**

The course is structured around readings, reflections on those readings, class projects, presentations, and papers. This course will be taught using lectures, discussions, and relevant group activities.

### **STUDENT OUTCOMES**

This course promotes a comprehensive view of human development across the lifespan. The course will place emphasis on childhood and adolescence development. The readings from Rogoff will provide a cultural framing for the discussions.

- Students will be able to develop an understanding of the educational implications of theories of human development
- Students will be able to understand the historical context of research on human development
- Students will be able to identify alternative theories that describe human development
- Students will be able to discuss the educational and learning challenges associated with development across the lifespan
- Students will be able to understand factors associated with human development including genetics, SES, and environmental complexity
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

### **RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

The program goals are consistent with the following Learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 10: Developmental Influences on Learning
- Principle 11: Social Influences on Learning
- Principle 12: Individual Differences on Learning
- Principle 13: Learning and Diversity

**COURSE REQUIREMENTS** - All written assignments must be typed and must follow APA format

**Article Critiques:** Students will critique and evaluate four articles that examine a theme related to their interest in human development. Two should be quantitative treatments (assignment 1), the other two qualitative treatments (assignment 2). You may choose from the articles supporting the various chapters,

those assigned in class (or substitute others with approval). Four pages each article, single-spaced. [CREDIT: a rubric score of 10 per article; **40 POINTS** total]. Quantitative critiques due week 7, and qualitative critiques due week 11.

**2. Research Paper:** Students will write a comprehensive literature review and considered analysis examining how one of the themes in human development. Any of the major themes in Papalia et al., or Rogoff are appropriate, but students are not limited to this list. The choice of topic should be discussed with the instructor. Students research paper topics will be discussed during the semester in class. **20 pages, double-spaced, not including references.**

Research papers must adhere to the APA Publication Manual Guidelines. [CREDIT: Rubric score of 30 POINTS] DUE: 5/14 to course Blackboard.

**3. Presentation on student perspective on human development.** Students will present on the topic chosen above. Based on the reading and other sources, the student will prepare a 30-minute presentation, which should use the following sections: (1) the perspective taken on definitions and theories of human development; (2) the particular topic focus (e.g., some area of adolescent psychosocial development) ; (3) current research in the topic; (4) the student's interest in future research in this area. Time will be allowed for class discussion following the presentation. [CREDIT: 20 POINTS, see Rubric]. DATE: as assigned.

**4. Class Participation:** Because of the importance of lecture and discussion in the total learning experience, students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals. If students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. [CREDIT: 10 POINTS]

**TOTAL CREDIT: 100 POINTS**

**Letter grades will be assigned as follows:**

A+ 98-100% A 93-97.49% A- 90-92.49%

B+ 88-89.49% B 83-87.49% B- 80-82.49%

C 70-79.49% F below 70%

• Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.

#### **ASSESSMENT RUBRIC FOR ARTICLE CRITIQUES**

Criteria	Excellent (10 per article)	Adequate	Needs Significant Changes
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Peer-Reviewed Research	Contains analysis of 2 empirical studies (1)	Contains analysis of 1 study (0)	General discussion that fails to analyze primary empirical studies (0)
APA Style	No significant errors (3)	Contains few significant errors in style (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (3)	Gives a general overview of paper topic, but no sequential elaboration of contents (2)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (1)
Discussion of the studies	Clearly analyzes study design, assumptions, claims, quality of evidence, and conclusions. Analyzes studies as part of a specified framework on human development (5)	Documents study design, assumptions, claims, type of evidence, and lists conclusions. Fails to analyze the studies' claims within a specified framework on human development (3)	Primarily repeats material in the studies without analysis, critique or interpretation (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (3)	Paper conveys the main points of the topic (2)	Errors in style format make it difficult to appreciate the content of this paper (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Paper primarily repeats interpretations/ conclusions of others (3)

### ASSESSMENT RUBRIC FOR RESEARCH PAPER

Criteria	Excellent (30 points)	Adequate	Needs Significant
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	possible on Rubric)		Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Technical Merit	Contains NO major misspellings or repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature	Analytical, draws logical conclusions based upon evidence	Discussion mostly summarizes the main points of the literature

	(5)	from literature (4)	to support conclusions (3)
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### ASSESSMENT RUBRIC FOR PRESENTATION

<b>Criteria</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Inadequate</b>
Time	Clearly addresses content within time limit (5)	Ends within time limit, but presentation not fully finished (3-4)	Overly short or overly long (time limit not adequately considered (0-2)
Content	Central points of the literature review are covered coherently (5)	Most points covered, but sampling from the literature review is not comprehensive (3-4)	Poorly selected points or failure to address quantitative and qualitative papers (0-2)
Organization	Clear and coherent, easy to follow (5)	Reasonably well organized, but order does work well in the time limit (3-4)	Disorganized, confusing to the audience and instructor (0-2)
Oral presentation	Articulate, professional, engaging (5)	Professional presentation, but delivery detracts from its impact (3-4)	Poor communication skills that detract significantly from the presentation (0-2)

### ASSESSMENT RUBRIC FOR PARTICIPATION AND ATTENDANCE

ELEMENT	LEVEL OF PERFORMANCE			
	Distinguished (9-10 pts.)	Proficient (8 pts.)	Basic (7 pts.)	Unsatisfactory (6 or less pts.)
Attendance & Participation  10 pts. Possible	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.

Date		Readings
		Additional readings will be assigned
1/23 Wk 1	Introduction to the course and syllabus. The study of human development/theory and research; some orienting theories.	
1/30 Wk 2	Selection of student topics... and research papers to review. See suggested topics under <b>Research paper</b> , above (class and small group discussion). Library searching techniques, e.g., PsycInfo.	
2/6 Wk 3	First three years and early childhood: Physical development Cognitive development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
2/13 Wk 4	First three years and early childhood: Psychosocial development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
2/20 Wk 5	Middle childhood: Physical and cognitive development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
2/27 Wk 6	Middle childhood: Psychosocial development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings <b>First article reviews due; quantitative (upload to BBoard)</b>
3/6 Wk 7	Adolescence and young adulthood: Physical and cognitive development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
3/13	Spring Break –	
3/20 Wk 8	Adolescence and young adulthood: Psychosocial development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
3/27 Wk 9	Young adulthood: Physical and cognitive development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
4/3 Wk 10	Young adulthood: Psychosocial development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
4/10 Wk 11	Middle adulthood: Physical and cognitive development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings <b>Second article reviews due; qualitative (upload to BBoard)</b>
4/17 Wk 12	Middle adulthood: Psychosocial development	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings



4/24 Wk 13	Late adulthood: Physical and cognitive development Late adulthood: Psychosocial development Death and bereavement	Paplia et al., Chapters Cultural perspectives: Rogoff Assigned readings
5/8 Wk 14	Student <b>Presentations</b>	Final <b>research paper</b> due, 5/15. Upload to BBoard Subject: "EDEP 632 Spring 2014 <your name>"

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].
- h. The Emergency Preparedness Guides are available at [http://ehs.gmu.edu/guides\\_EP.html](http://ehs.gmu.edu/guides_EP.html). You are strongly encouraged to register your mobile phone to receive emergency notifications from Mason Alert (alert.gmu.edu). In the event of a campus emergency, you would receive instructions on how to respond.

## **PROFESSIONAL DISPOSITIONS**

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

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

