



College of Education and Human Development

Early Childhood Education Program  
4400 University Drive, MS 4C2, Fairfax, Virginia 22030  
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<https://gse.gmu.edu/programs/earlychildhood/>

**EDUC 302.002: Human Growth and Development**  
**Spring 2014**  
**Wednesday 7:20 – 10:00 pm**  
**Robinson Hall B, room 202**

**Instructor:** Abigail Konopasky, Ph.D.

**Email address:** [akonopas@gmu.edu](mailto:akonopas@gmu.edu)

**Phone:**

**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 course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student learning include instructor presentations, videos, student team presentations, collaborative small-group student work, assigned readings, and projects leading to written products. Students engage in timely critical reflection and class discussion related to the learning activities.

**Learner Outcomes**

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

1. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains and understand the key theories.
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 children and adults.
4. Explain how people learn through active exploration and multiple interactions with materials, other people, and the adults or leaders in their environment.
5. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

### 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

Berk, L. (2014). *Exploring lifespan development* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.

Plus: MyDevelopmentLab with eText—Access Card Package 3/E

ISBN-10: 0205968961 and ISBN-13: 9780205968961

Supplemental materials will be placed on the course Blackboard website.

### 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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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/>].

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

## **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.

### ***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.

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

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## 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 and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. 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.
6. 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.

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## 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 guide 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.

## Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	D = 60 – 69	F = < 60

## 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.

## Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
My Virtual Life Reflections	Ongoing	10
Article Review (Group Presentation)	2/19	5
Midterm Exam	3/5	15
Research Paper	4/9	15
Field Experience Presentation	4/9 & 4/16	5
Field Experience Report	4/30	15
Final Exam	5/7	20
TOTAL		100

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**Attendance and Participation (15 points)**

This class is designed to teach through participation, so your attendance and active engagement with me and your peers is critical for a successful class. In order to gain full points for attendance and participation, you must (see attached rubric):

1. Be punctual, present (in mind and body), and well prepared for class.
2. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
3. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
4. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

**My Virtual Life Reflections (10 points)**

The purpose of these weekly assignments is to see how specific parenting decisions affect a child's development according to the theories we are learning about in class and, later in the semester, to see how specific life decisions may affect *your* development according to the theories we learn. Each week, you will need to make a number of decisions about your "child" and, later in the semester, "you" (future, cartoon, fake you!) and then answer a few reflection questions addressing the connection between the child's/your development and the theories we discussed in class. Since the major purpose of this class is for you to be able to *apply* developmental theories, these weekly assignments (along with your field report) are a critical part of the class. You will not be graded on the written quality of your reflections, but on whether or not you complete them, answering the questions fully.

**Article Review Presentation (5 points)**

The purpose of this assignment is to give you an opportunity to review and critique a published article. You will find this article as a group using the research skills taught to us by Anne Driscoll in our library session ([adrisco2@gmu.edu](mailto:adrisco2@gmu.edu)). This review should include: (1) a brief summary of the methods the authors used and the results they reported, (2) a critique / evaluation of what the authors did, and (3) a brief discussion of how the authors' claims might be useful to educators and/or caregivers. These two reviews will be *group projects* and will be given in *presentation form* on **February 19**. In addition to the 10-minute presentation, you must also create a brief (half page) handout with the key points for your classmates. Be sure to begin the critique with a clear thesis.

**Midterm Exam (15 points)**

The exam will cover readings, class discussion notes, and the My Virtual Life modules. The goal is for you to apply developmental principles and theories to real-life situations and case studies. It is scheduled for **March 5**.

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**Research Report: Research and Practice in Human Growth & Development (15 points)**

This assignment allows you to pursue any human development topic (relevant to the coursework, of course—instructor approval is required prior to topic choice) in which you may be interested. Using the research skills demonstrated by the library session with Anne Driscoll ([adrisco2@gmu.edu](mailto:adrisco2@gmu.edu)) and a meeting with me, you are to find at least 8 scholarly, published articles or book chapters (not including textbooks—please run chapters by me before you use them) that address your topic of interest that have been published since 2000. The paper should make one overarching claim based on this research and guided by questions like: How is this information helpful for practitioners? Are there gaps in the knowledge? How could one use this information in the future? You will defend your claim with specific pieces of information from the articles. The paper should be 12-point font, double-spaced and should be at least 5 pages, but should not exceed 8 pages (excluding the title and reference pages). Be sure to cite references according to APA style, 6<sup>th</sup> edition (we will discuss this in class). You may consult the GMU Writing Center for additional, free writing support—appointments can be made at <http://writingcenter.gmu.edu/>.

LIST OF 8 ARTICLES YOU WILL USE IN APA FORMAT: March 19

DRAFT DUE: March 26

**FINAL DRAFT DUE: April 9**

**Field Experience Report (15 points)**

You will write a *Field Experience Report* based on your 10-hour field observation in a school/educational setting. You should work through CEHD's field placement specialist at <http://cehd.gmu.edu/endorse/ferf> to register for placement. If there are additional questions, you can contact the Field Placement Specialist at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu). If there is a concern, please see me *immediately*. **You should register by February 15.** A rubric for the assignment will be provided. You should e-mail me your location and a 2-3 sentence summary of what you plan to do for the observation by **February 26**.

The final report should be one document that includes four sections:

- (1) a description of what was observed (lessons, activities, etc.), the methods and materials used to meet the objectives of the lesson, how learning was assessed, and how various student needs (English Language Learners and students with IEPs) were recognized and addressed.
- (2) a description of how human development (physical, cognitive, socioemotional) was supported in the classroom, citing and integrating the theories/concepts of development discussed in the course;
- (3) a reflection on your field experience and what important conclusions you took from it;
- (4) a completed field experience log signed by the teacher/supervisor (attached).

The full report should be submitted as one document in 12-point font, double-spaced. There is a 6-page limit. **(DUE: April 30)**

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

**Field Experience Presentation (5 points)**

You will spend a significant portion of the semester observing and reflecting on your field experience. Since everyone's experience will be different, you can all learn from each other by presenting your experiences to the class. You should use PowerPoint or a handout to guide your peers through your experience. This will be due and presented on **April 9 and April 16** (which students present when to be determined). The exact time allotted per student for each presentation is TBD and will be based on the amount of students enrolled in the course.

**Final Examination (20 points)**

A final exam on all material covered since the midterm exam will be on **May 7**. The exam will cover readings, class discussion notes, and the My Virtual Life modules. The goal is for you to apply developmental principles and theories to real-life situations and case studies.

**Submission Protocol**

Unless I let you know otherwise, you will submit all your written assignments through the Assignments section of Blackboard. You are responsible for determining that you have completed the assignment submission on Blackboard. If there are any issues with this process, please email the instructor with the assignment.

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**COURSE SCHEDULE**

DATE	TOPIC	ASSIGNED READING <sup>1</sup>	WORK DUE/ACTIVITIES
1/22 Class 1	Review syllabus Introduction and Overview  <u>History, Theory, and Research Strategies</u>		Heather Gerum from Pearson visits and demonstrates My Virtual Life
1/29 Class 2	<u>Genetic &amp; Environmental Foundations</u>  <u>Prenatal, Birth, and Newborn</u>	Chapter 1 Chapter 2 Chapter 3 (up to p. 45)	Library research session with Anne Driscoll: Meet in <b>Fenwick A214 (Library Instruction Room)</b>
2/5 Class 3	<u>Infant &amp; Toddler Physical Development</u>  <u>Infant &amp; Toddler Cognitive Development</u>	Chapter 3 (p. 45 to end) Chapter 4 Chapter 5	
2/12 Class 4	<u>Infant &amp; Toddler Emotional &amp; Social Development</u>	Chapter 6	
2/19 Class 5	<u>Early Childhood Physical &amp; Cognitive Development</u>	Chapter 7	<b>Group article review presentations</b>
2/26 Class 6	<u>Early Childhood Social &amp; Emotional Development</u>	Chapter 8	<b>E-mail re: research topic and field presentation location and topic due</b>

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<sup>1</sup> Weekly reading questions will be handed out to guide you in your reading.

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3/5 Class 7	<u>Middle Childhood Physical &amp; Cognitive Development</u>	Chapter 9	<b>Midterm exam</b> (chap. 1-8)
3/12	No class this week for Spring Break holiday		
3/19 Class 8	<u>Middle Childhood Emotional &amp; Social Development</u>	Chapter 10	<b>List of 8 articles in APA format due</b>
3/26 Class 9	<u>Adolescent Physical and Cognitive Development</u>	Chapter 11	<b>Draft of research report due</b>
4/2 Class 10	<u>Adolescent Emotional &amp; Social Development</u> <u>Early Adult Emotional &amp; Social Development</u>	Chapter 12 Chapter 14	
4/9 Class 11	<u>Early Adult Physical &amp; Cognitive Development</u>	Chapter 13	<b>Research report due</b> <b>Field Experience Presentations (half of class—too be assigned)</b>
4/16 Class 12	<u>Middle Adult Physical &amp; Cognitive Development</u> <u>Middle Adult Emotional &amp; Social Development</u>	Chapter 15 Chapter 16	<b>Field Experience Presentations (half of class—too be assigned)</b>

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<p><b>4/23</b> Class 13</p>	<p><u>Late Adult Physical and Cognitive Development</u>  <u>Late Adult Emotional &amp; Social Development</u>  <u>Death, Dying, &amp; Bereavement</u></p>	<p>Chapter 17  Chapter 18  Chapter 19</p>	
<p><b>4/30</b> Class 14</p>	<p><u>Review and Catch-up</u></p>		<p><b>Field Experience Report Due</b></p>
<p><b>5/7</b></p>	<p><b>Final Exam at 7:20</b></p>		

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**Participation Rubric**

<b>ELEMENT</b>	<b>Distinguished (14-15 pts.)</b>	<b>Proficient (12-13 pts.)</b>	<b>Basic (11 pts.)</b>	<b>Unsatisfactory (10 or less pts.)</b>
<b>Attendance &amp; Participation</b>	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.

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