



College of Education and Human Development

Early Childhood Education Program

4400 University Drive, MS 4C2, Fairfax, Virginia 22030

Phone: 703-993-3844; Fax: 703-993-4370; email: earlyed@gmu.edu

<https://gse.gmu.edu/programs/earlychildhood/>

EDUC 302.B01: Human Growth and Development

Summer 2014

Mondays & Wednesdays, 4:30pm-7:10pm

Robinson Hall A 412

Instructor: Silvia E. Moore

Email: smoore8@gmu.edu

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. Check it regularly.
- All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

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* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0205968961

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/the-mason-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/>].

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

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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/>].

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

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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.

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.

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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	Ongoing	15
Online quizzes	Ongoing	10
Article Critique	June 16	10
Group Presentation	To Be Announced	10
Design Map & Presentation of proposed Field Experience	June 18 & 23	10
Research Report	July 16	25
Exam	July 21	20

Attendance and Participation (15)

Student participation is imperative to student learning and a successful class. Attendance is also critical as students cannot earn participation grades if they are not present. Please refer to the rubric to see how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation:

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.

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Online Quizzes (10)

For each topic there will be a short quiz posted on Blackboard. The quizzes are composed of short answer and multiple-choice items that will cover the basic concepts presented in class and in the textbook. These quizzes are designed to provide you (and me) with feedback about your course progress.

Article Critiques (10)

The purpose of this assignment is to give students an opportunity to analyze and critique published work in terms of the contribution the work makes to the knowledge base. The article critique will be related to theory of learning and teaching from recent, top-quality journals. Organization of the critique should include: title page, citation in APA style, review is double-spaced and follows APA guidelines, review of the article amounts to about ½ a page. The personal reflection of the article amounts to a ½ a page. To facilitate article critiques, students will be given the opportunity to work in groups during class, carefully reading and then discussing the articles with an eye toward understanding the article's purpose and contribution human development knowledge. Your critique can be included in the final field research report as part of the literature review section. The critique should answer a) what you gained from the reading, and how this will be useful to you in your field observation/teaching, and b) what you disagree with or feel is problematic, and why?

DUE June 16

Rubric: (10 Points Total)

- _____ Key findings presented, evidence of understanding of article
- _____ Organization of facts – Follows format required by instructor
- _____ Analysis of Article – Clear summary of key ideas/themes/findings
- _____ Convention of language – i.e., grammar, punctuation, spelling
- _____ APA style

Group Presentations (10)

Group members are responsible for developing and presenting a summary of the key concepts of the human development domains covered in class (physical, cognitive, social-cultural, and emotional). The information can include information from chapters in the textbook, lectures, PowerPoint presentations, and/or online quizzes.

You and your team will have 30 minutes to complete your presentation. You will need to present the information in a logical, orderly fashion in a way that is most beneficial to your colleagues, and addresses multiple intelligences theories. The use of visual aids is extremely helpful. You may choose to do several activities briefly or one activity in full depth.

At the end of the lesson I, as well as your classmates, will assess how the lesson went. Each student will be asked to write down thoughts for the team that presented that day.

DUE: To Be Announced (depending on group assignment #1-4)

Rubric:

- _____ Content was accurately and fully represented
- _____ Information was presented in a logical manner, using appropriate audio or visual aids.
- _____ Presentation addresses Multiple Intelligences and Creativity Theories.

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- _____ Activity from chapter taught to class in a way that allowed the entire class to participate.
- _____ Assessment tools appropriate and effective
- _____ Materials were provided and directions were clear.
- _____ Each group member was an active equal participant.
- _____ Presentation was **30 minutes** in length.

Design Map and Presentation (10)

Develop a design map for your field experience research, based on the Joseph Maxwell design model (to be shared by instructor) presented in his *Qualitative Research Design* book, Chapter 1. The components of your map should summarize your field experience design. You will be expected to share this design map in class.

DUE June 18 & 23

Research/Field Experience Report (25): Research and Practice in Human Growth & Development

This assignment allows students to further develop their understanding of human development domains to inform their field experience participation (10-hour) and observation in a school/educational setting. The information can be anything they are interested in that relates to the content of the course. Using the research skills demonstrated by the library session with Anne Driscoll (adrisco2@gmu.edu) and further discussion with the instructor, students are to find at least 2 scholarly, peer-reviewed articles that cover their topic of interest that have been published since 2000 (one can be the critique submitted for a grade). They can (and should) incorporate additional references, including older references, non-peer reviewed sources, or additional peer-reviewed sources.

Field Experience

Students should work through CEHD's field placement specialist at <http://cehd.gmu.edu/endorse/ferf> to register for placement. If there are additional questions that the students have they may contact the Field Placement Specialist at fieldexp@gmu.edu. If there is a concern, please see the instructor immediately. Students should register by February 15. A rubric for the assignment will be provided. Students will submit their location and a paragraph summary of what they plan to do for the observation by February 18.

Rubric: (30 points total)

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

- (1) Title Page
- (2) Abstract
- (3) Literature Review: How is this information helpful for practitioners? Are there gaps in the knowledge? How could one use this information in the future?
- (4) Methods Section
 - a) Description of site
 - b) Description of participants
 - c) 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.

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- d) Description of how human development (physical, cognitive, socio-emotional) was supported in the classroom, citing and integrating the theories/concepts of development discussed in the course;
- (5) Reflection of the field experience
- (6) Reference Section
- (7) Appendix Section
- a) Completed field experience log signed by the teacher/supervisor (appended).

The full report should be submitted as one document in 12-point font, double-spaced and will not exceed 8 pages (excluding the title and reference pages). They will be sure to cite references according to APA style, 6th edition (will discuss this in class). Students may consult the GMU Writing Center for additional, free writing support—appointments can be made at <http://writingcenter.gmu.edu/>.

- 1) DESIGN MAP DUE: June 18 & 23
- 2) ABSTRACT DUE: July 7
- 3) LITERATURE REVIEW: July 7 (serves as midterm)
- 4) DRAFT DUE: July 9
- 5) FINAL DRAFT DUE: July 16

Final Examination (20)

A comprehensive final exam is scheduled for **June 21**. The exam will cover readings and class discussion notes. The goal of this is for students to provide evidence of human development content knowledge.

Submission Protocol

The standard submission, unless told otherwise, is via the Assignments section of Blackboard. There will be an assignment for each submission request made throughout the course. If there are any issues with this process, please email the instructor with the assignment.

Course Schedule

DATE	TOPIC	ASSIGNED READING	WORK DUE
June 2	Review syllabus, Introduction, and Overview History, Theory, and Research Strategies	Chapter 1	
June 4	Biological & Environmental Foundations <i>Library Session:</i> Anne Driscoll,	Chapter 2	Online Quiz 1
June 9	Prenatal, Birth, and Newborn & <u>Article Critique</u>	Chapter 3	Online Quiz 2

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	<u>Exercise</u>		
June 11	Infancy to Early Childhood Physical Development & <u>Research Design Exercise</u>	Chapter 4 Chapter 7 (pp.167-174)	Online Quiz 3 Group 1 presentations DUE Group participation sheet
June 16	Middle Childhood to Adolescence Physical Development & <u>How to write a Research Paper</u>	Chapter 9 (pp. 227-233) Chapter 11 (pp. 287-302)	Online Quiz 4 DUE Article Critique & Field Experience Placement Registration
June 18	Early Adulthood, Middle Adult to Late Adult Physical Development & <u>How to write the abstract</u>	Chapter 13 (pp. 343-356) Chapter 15 (pp. 401-412) Chapter 17 (pp. 446-466)	Online Quiz 5 DUE: Research Design Map & Presentation
June 23	Infancy to Early Childhood Cognitive Development	Chapter 5 Chapter 7 (pp.175-198)	Online Quiz 6 Group 2 Presentation DUE Research Design Map & Presentation
June 25	Midterm Exam		DUE: Abstract & Literature Review to Inform Field Experience
June 30	Middle Childhood to Adolescence Cognitive Development	Chapter 9 (pp. 234-258) Chapter 11 (pp. 304-316)	Online Quiz 7
July 2	Early Adult to Late Adult Cognitive Development	Chapter 13 (pp. 357-367) Chapter 15 (pp. 412 – 421) Chapter 17 (pp. 467-577)	Online Quiz 8
July 7	Infancy to Early Childhood Emotional and Social Development	Chapter 6 & 8	Online Quiz 9
July 9	Middle Childhood to Early Adult	Chapter 10 & 12	Online Quiz 10 DUE: DRAFT

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	Emotional and Social Development		Group 3 Presentation
July 14	Middle Adult to Late Adult Emotional and Social Development	Chapter 16 & 18	Online Quiz 11
July 16	Death, Dying, & Bereavement Field Experience Presentations/ REVIEW FOR EXAM	Chapter 19	Online Quiz 12 DUE: Field Experience Report (Blackboard)Group 4 presentation
July 21	Final Exam		

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