



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

Fall 2014

Thursdays, 4:30pm-7:10pm

East Building 122

Instructor: Swati Mehta

Email: smehta3@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 & Participation	Ongoing	15
Blackboard Debates	Sept 4, Oct 2, Nov 6	10
Article Review	Sept 25	5
Midterm	Oct 9	15
Brief Research Report	List of articles: Oct 2 Draft: Oct 16 Final: Oct 30	15
Presentations of proposed Field Experience Report	Nov 13 and Nov 20	5
Field Experience Report	Dec 4	15
Final Exam	Dec 12	20
Total		100

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.

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Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Debates (10)

Students are responsible for participating in three blackboard debates on material covered in textbook and in class. For example, in one of the debates, students will be asked to provide a strong argument for why a view or theory of development should be given attention for further inquiry or application in the field of human development. For each debate, students are encouraged to use textbooks, class discussions, their professional and personal experiences, and research to support their arguments. Upon completion of the debate, each student will submit **one (1) page double-spaced** summary of the debate to Blackboard on the due dates. Groups and debate topics will be assigned in the class.

Due: Sept 4, Oct 2, Nov 6

Article Review (5)

The purpose of this assignment is to give students an opportunity to analyze and critique research articles on topics related to human growth and development. The article should be from a peer review journal and must be approved by the instructor by **September 11**. On **September 18**, the students will carefully read and discuss the approved article with their peers in class. Then students will submit their critique by **September 25** on Blackboard. The critique should be double-spaced **two pages** long. The required number of pages does not include title and reference page. Students must format their papers and cite scholarly sources according to APA style, 6th edition.

Rubric: (5 Points Total)

_____ APA style (1/2 point)

_____ Convention of language – i.e., grammar, punctuation, spelling (1/2 point)

_____ Review of Article – Discussion of importance of the research conducted and limitations of it (3 points)

_____ Summary – Clear summary of key ideas/themes/findings (1 point)

Due: Sept 25

Midterm (15):

The midterm exam is scheduled for **Oct 9**. It will cover readings and class discussions from the first eight chapters. The purpose of the exam is to evaluate students' understanding of developmental principles and theories from infancy through early childhood. The format of the test will be discussed in class.

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

This assignment allows students to learn about a human development topic of their interest. Using the research skills demonstrated by Anne Driscoll (adrisco2@gmu.edu) and further discussion with the instructor, students are to find at least **seven** published peer reviewed articles on the topic of their interest that have been published in the last decade. The list should consist of research studies and literature reviews on students' topic of interest. By **October 7**, students must have their list of seven articles approved by the instructor.

The paper should make an overarching claim based on the articles read and be guided by

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questions like:

- What information is conveyed across articles?
- How is the information provided in the articles helpful for practitioners?
- Are there gaps in the knowledge learned from the articles?

The paper should be 12-point font, double-spaced **five pages** long and should not exceed eight pages. The required number of pages does not include title and reference page. Students must format their papers and cite scholarly sources according to APA style, 6th edition. Students may consult the GMU Writing Center for additional, free writing support—appointments can be made at <http://writingcenter.gmu.edu/>.

Due dates-

- **List of 7 articles: Oct 2**
- **Draft: Oct 16**
- **Final: Oct 30**

Field Experience Report (15)

Students will engage in 10-hour field observation in a school/educational setting and write a *Field Experience Report* based on that observation. Students should work through CEHD's field placement specialist at <http://cehd.gmu.edu/teacher/internships-field-experience> to register for placement. For additional questions, students can also contact the Field Placement Specialist at fieldexp@gmu.edu. If there is a concern, please contact the instructor *immediately*. Students should register by **September 15**. A rubric for the assignment will be provided. Students should e-mail the instructor regarding the location and a 2-3 sentence summary of what they plan to do for the observation by **September 25**.

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

1. *Observation:*
 - A description of where the observation took place and what was observed (lessons, activities, etc.),
 - The methods and materials used to meet the objectives of the lesson,
 - How learning was assessed,
 - How various student needs (English Language Learners and students with IEPs) were recognized and addressed.
2. *Human Development:*
 - 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. *Reflection:*
 - A reflection on your field experience
 - What important conclusions you took from it
4. *Log:*
 - 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. The report should not exceed **6-pages** and be submitted on **December 4**. Each student will present their

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report in class for five to seven minutes. Appropriate form of presentation (e.g., powerpoint, slides, etc) will be discussed in class.

Due dates-

- **Presentations due: Nov 13 and Nov 30**
- **Report due: Dec 4**

Final Examination (20)

A final exam is scheduled for **December 11**. The exam will cover readings and class discussion notes for chapters nine through nineteen. The purpose of the exam is to evaluate students' understanding of developmental principles and theories from middle childhood through late adulthood. The format of the test will be discussed in class.

Course Schedule

DATE	TOPIC	Work Due
Aug 28	<ul style="list-style-type: none"> • Review syllabus, • Intro to History, Theory and Research Strategies, • Topics for Blackboard Debates 1 will be assigned 	Chapter 1
*Sep 4	<ul style="list-style-type: none"> • Biological & Environmental Foundations 	Chapter 2 <i>Blackboard Debate 1</i>
Sep 11	<ul style="list-style-type: none"> • Prenatal, Birth, and Newborn Infancy to Toddlerhood: Physical Development 	Chapter 3-4 <i>Get article approved for Article Review</i>
Sep 18	<ul style="list-style-type: none"> • Infancy to Toddlerhood: Cognitive Development • In-class Article Review activity (Group work) • Library Session: Anne Driscoll 	Chapter 5 <i>Come to class with at least one topic of interest to research for the research report</i>
*Sep 25	<ul style="list-style-type: none"> • Infancy to Toddlerhood: Emotional and Social Development • Early Childhood: Physical and Cognitive Development • Instructor will share examples of research articles and literature review articles 	Chapter 6-7 <i>Article Review</i> <i>Email field experience plans to the instructor</i>

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	<ul style="list-style-type: none"> • Topics for Blackboard Debates 2 will be assigned 	
*Oct 2	<ul style="list-style-type: none"> • Early Childhood: Emotional and Social Development • Midterm Review 	Chapter 8 <i>Blackboard Debate 2</i> <i>List of 7 articles</i>
Oct 9	In class Midterm	
*Oct 16	<ul style="list-style-type: none"> • Middle Childhood: Physical, Cognitive, Social, and Emotional Development 	Chapter 9-10 <i>Draft of Brief Research Report</i>
Oct 23	<ul style="list-style-type: none"> • Adolescence: Physical and Cognitive Development 	Chapter 11
*Oct 30	<ul style="list-style-type: none"> • Adolescence: Emotional and Social Development • Topics for Blackboard Debates 3 will be assigned 	Chapter 12 <i>Final Brief Research Report</i>
*Nov 6	<ul style="list-style-type: none"> • Early Adulthood: Physical and Cognitive Development 	Chapter 13 <i>Blackboard Debate 3</i>
*Nov 13	<ul style="list-style-type: none"> • Early Adulthood: Emotional, and Social Development • Middle Adulthood: Physical, and Cognitive Development • In-class Field Experience Presentations 	Chapter 14-15
*Nov 20	<ul style="list-style-type: none"> • Middle Adulthood: Emotional and Cognitive Development • Late Adulthood: Physical and Cognitive Development • In-class Field Experience Presentations 	Chapter 16-17

No class November 27—Thanksgiving Holiday!

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*Dec 4	<ul style="list-style-type: none">• Late Adulthood: Emotional and Social Development• Course Evaluations	Chapter 18-19 <i>Field Experience Report</i>
Dec 11	In-Class Final Exam	

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