

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



EDUC 372-003 Human Development and Learning: Secondary Education
Spring Semester 2015

Instructor: George Banks, Ph.D
Day and Time: Mondays 4:30-7:10
Class Location:
Telephone: 702 620-1297
Email: gbanks@erols.com
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
<p>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.</p> <p>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.</p>	<p>Research based practice Ethical Leadership</p> <p>Research based practice Social Justice Ethical Leadership</p>

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
Ethical Leadership
Innovation
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
Collaboration
Ethical Leadership
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
Ethical Leadership
Collaboration
Innovation
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 before class. 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 in hard copy, on the date due. If you are absent, make arrangements to get your assignment to the instructor in hard copy. 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 (be mindful of the time) and should include use of power point to present information. The power point should be sent to the instructor at least two days 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 (#11) to analyze. The analysis will explore adolescent development (e.g.—physical, social/emotional, and cognitive) and adolescent motivation based on information presented in the text. The analysis also needs to include a description of how the developmental characteristics of the case student would influence classroom strategies you would use. 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 from the list below to read and analyze.

Options include:

The Book of Trees, The Brothers Torres, Mockingjay, Wintergirls, The Secret Life of Sonia Rodriguez, Jericho, Marcelo in the Real World, Enrique's Journey, Revolution, Sunrise over Fallujah, Artichoke's Heart, Thirteen Reasons Why, Muchacho, Right Behind You, The List, Awaken, Birthmarked, Yaqui Delgado will Kick Your Ass, Love Letters to the Dead.

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. Remember to cite the book appropriately. (15 points)

5. Application Project

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 and the home/school/community resources available to 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, in addition to the text, which only counts as one reference). (30 points)

6. Bb assignments

Students will participate in a two-part Bb discussion (out-of-class). **Part I** involves 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 also post suggested strategies for to help adolescents coping with the issue in a classroom setting. All students will read the discussion board posts of others and be prepared to discuss in class. Make sure to include the full reference in APA format for the article on Bb. **Part II** of the Bb assignment is to view a presentation by Dr. George Banks to the U.S. Dept of Education regarding minority student achievement. Students will summarize the main points of the presentation, and then post three applications of the points made in the presentation to the student's own teaching. (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:

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

GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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/>].
2. Professional Dispositions
 3. Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
 4. Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

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

<u>Date</u>	<u>Topic/Assignments</u>
1/26	Introductions, Goals for the Semester Create a representation of an adolescent Research strategies used to study development Review texts and syllabus Assignment: Read Ch 1 and 2 AW and Case Study 40 O & M
2/2	Research in Development and Cognitive Development Discussion of Case Study 40 O & M Form groups for presentations and schedule Assignment: Read Ch 3 and 11AW and Case Studies 48 and 24 O & M
2/9	Meet at Fenwick Library Use of databases orientation Explore peer-reviewed articles for posting on Bb

Upstairs classroom
Assignment: Read Ch 4 AW, Case Study 24 & 37 O & M

- 2/16 **Out of Class Bb assignment: summarize a data-based research article on a topic of your choice related to adolescent development and describe three ways you could apply the research outcome in your own classroom. Post on Bb by midnight 2/16. Read other posts and be prepared to discuss in class on 2/23.**
- 2/23 Self, Social and Moral Development
Social Cognitive Theory and Motivation in Learning
Discussion of Ch 3, 4 and 11AW and Bb
Discussion of Case Studies 24 & 37 O & M
Group Presentation (Ch 4)
Assignment: Read Ch 6 AW and Case Study 25 O & M
- 3/2 Culture and Diversity
Discussion of Ch 6 AW and Case Study 25 O & M
Group Presentation (Ch 6)
Assignment: Read Ch 5 AW and Case Study 33 O & M
- 3/9 Spring Break**
- 3/16 Language Development and Diversity in the Classroom
Discussion of Ch 5 AW, Case Study 33 O & M and
Bb assignment
Group Presentation (Ch 5)
Assignment: Read Ch 7 & 8 AW, Case Study 12 O & M
Field Work Assignment #1 DUE
- 3/23 Behavioral and Cognitive Views of Learning
Discussion of Case Study 12 O & M
Group Presentation (Ch 7)
Assignment: Read Ch 10 AW and Case Study 26 O & M
- 3/30 Learning through Constructivism
Discussion of Ch 10 AW and Case Study 26 O&M
Group Presentation (Ch 10)
Assignment: Read Ch 9 AW and Case Study 41 O & M
Field Assignment #2 DUE
- 4/6 **Out of Class Assignment on Bb.
Due on Bb by midnight 4/13
View Dr. George Banks on YouTube (all three parts),
post a summary of the presentation and three strategies**

to apply what was learned in your own classroom on Bb.

- 4/13 Discussion Ch 9 AW and Case Study 41 O & M
and Bb assignment
Constructivism and Cooperative Learning
Group Presentation (Ch 9)
Assignment: Read Ch 13 and 14 AW, Case Study 47
O & M
- 4/20 Effective Instructional and Assessment Strategies
Discussion of Ch 13 and 14 AW and Case Study 47 O&M
Group Presentation (Ch 13)
- 4/27 Teaching Adolescents in the real world
Discussion of Bb postings
Application Project DUE
Class Evaluations
Wrap Up Review of Goals for Semester
Return of Projects

EDUC 372
Name:

Rubric

Application Project

____/6 Characteristics of case study adolescent include physical, social/emotional and cognitive language development, and home/school community resources.

____/6 Strategies for determining motivation, prior knowledge, values and goals

____/6 Strategies for meeting needs of adolescents in a classroom setting

____/6 Authentic assessment strategies to measure classroom learning and transfer outside of school

____/6 Six data-based references (in addition to the text) to support strategies

Total: /30

Comments: