EDUC 302.002 Human Growth and Development (3:3:0)
Fall 2015
Thursday, 4:30 pm –7:10 pm
Robinson B222

Instructor: Hugh McIntosh, PhD
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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. Requires school-based field experience during the 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 achievement of the learning outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in online discussion groups, 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 childhood, 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* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0205968961

Supplemental materials will be posted on the 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/the-mason-honor-code/].
- Mason E-mail – Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail 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 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

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

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. Participation 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 e-mail 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, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, e-mailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.

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 prior to the due date, a late penalty will be applied.

6. Missed attendance, exams, and other assignments may be made up if an emergency reason for missing is documented.

7. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Submission Protocol

The standard submission, unless told otherwise, is through the Assignments section of Blackboard. If there are any issues with this process, students should e-mail the instructor with the assignment attached and, in the mean time, resolve the Blackboard issue with the Mason tech team.

Grading Criteria

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79

D= 69-60   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.

Attendance and Participation	15 points
Online quizzes (12 quizzes, 1.5 points each)	18 points
Journal Entries (4 entries, 3 points each)	12 points
Article Review and Reflection	10 points
Brief Research Report	20 points
Field Experience Presentation and Report	25 points
TOTAL	100 points

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for nonacademic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Online Quizzes (18 points)

During the days prior to a class session, students should read the textbook material assigned for that session and take an online quiz over the material. The quizzes will become available after the previous class and will close at class time on the day the reading assignment is due. Students will have 20-40 minutes to complete each quiz, depending on the number of chapters covered. There will be 12 quizzes, each worth 1.5 points.

Journal Entries (12 points)

Students are responsible for writing four (4) journal entries that reflect deeper thinking on the class material and class discussion. Students may choose any topic from the reading for that week. Journal entries should be deeply reflective about the topic, considering multiple perspectives including your own personal perspective. Journal entries should be more than ½ page long but no longer than 1 page, double-spaced. Submit by class time on the due date to Blackboard and bring a copy to class.

Article Review and Reflection (10 points)
        Due: In class during 8 sessions

Students will select an article (excluding newspaper articles) from a variety of topics related to the period of human growth and development currently being studied in the course. This activity will take place during eight of the class sessions. Two to four students will be responsible for presenting information and facilitating a reflective discussion with a small group of peers on a topic related to that evening's class topic. On the assigned day, students must bring 5-10 copies of a review sheet (no more than 1 page long) that they produced to share with their classmates in a small group. The small group will respond by discussing and completing a written reflection

that is representative of the entire small group. A sign-up form will be available for students to choose a day for their presentation and facilitation.

Brief Research Report (20 points)

Research and Practice in Human Growth and Development: This assignment allows you to pursue a topic of your choice and conduct some basic research on it. The topic can be anything you are interested in that relates to the content of the course. Using the research skills demonstrated in the library session with Anne Driscoll (adrisco2@gmu.edu) and further discussion with the instructor, find at least 3 peer-reviewed research articles that cover you topic that have been published in the past decade. You should also incorporate at least one older reference, nonpeer-reviewed source, or additional peer-reviewed source. The paper should include a review of the research articles and, as needed, other sources. It should also present a topic-discussion section that includes a synthesis (analysis) of information from the sources and a reflection guided by the following questions: How is this information helpful for practitioners? If there are gaps in the knowledge, where is more research needed? How do you plan to use this information in the future? The paper should not exceed 6 pages plus title and reference pages.

Field Experience Presentation and Report (25 points)

You will spend a significant portion of the semester observing and reflecting on your field experience of 10 hours or more in a school or alternative educational setting (10 points). You should work through CEHD's field experience coordinator (fieldexp@gmu.edu) to find a site or to register an alternative site: http://cehd.gmu.edu/endorse/ferf. **You should request your field experience placement from the coordinator by Sep. 15.** If there is a problem, please see me immediately. Submit a paragraph summary of what you plan to do for the observation by Class 2 (1 point).

A. Presentation

Since everyone's experience will be different, students can all learn from each other. Students will present their field experience to the class before the final paper is due (4 points). This is to help gather thoughts about the experience and make final touches to the paper based on feedback from the class. You may use PowerPoint or other materials to convey your presentation. The exact time allotted per student for presentation will be determined, based on the amount of students enrolled in the course. You may also submit an outline of the report at this time for feedback from me.

B. Report

Students will write a *Field Experience Report* based on the 10 hours of observation (10 points). The final Field Experience Report should be one document that includes four sections:

   (1) a description of what you observed (lessons, activities, etc.), a description of the methods and materials used to meet the objectives of the lesson, and a description of how learning was assessed;

(2) a description of the student needs (physical, emotional, social, intellectual) and how they were supported in the lesson, citing and integrating the theories/concepts of development discussed in the course;

(3) a reflection of the field experience;

(4) a completed field experience log signed by the teacher/supervisor (appended).

The full report should be submitted as one document of no more than 5 pages plus title, reference, and appendix pages.

Course Schedule

Date	Topic and Associated Readings	Assignments Due
Class 1: Sep. 3	Introductions and overview of course, Blackboard (BB), and field experience <u>History, Theory, and Research Strategies</u>	Chapter 1
Sep. 8	*Last day to withdraw with no tuition penalty*	
Class 2: Sep. 10	<u>Biological & Environmental Foundations</u>	Chapter 2 (Quiz 1: chapters 1-2) *Field Experience Observation of Intent Paragraph: Post to BB*
Class 3: Sep. 17	<u>Prenatal, Birth, Newborn</u> *Library Research Session*	Chapter 3 (Quiz 2) *Come to class with at least one topic of interest to research for the research report*
Class 4: Sep. 24	<u>Infancy and Toddlerhood</u> Physical Development	Chapter 4 (Quiz 3) *Journal Entry #1: Post to BB*
Class 5: Oct. 1	<u>First Two Years of Life</u> Cognitive and Emotional Development	Chapters 5 and 6 (Quiz 4) *3 Research articles: Post to BB*
Class 6: Oct. 8	<u>Early Childhood</u> Physical and Cognitive Development	Chapter 7 (Quiz 5) *Journal Entry #2: Post to BB*
Class 7: Oct. 15	<u>Early Childhood</u> Self and Emotional Development	Chapter 8 (Quiz 6)
Class 8: Oct. 22	<u>Middle Childhood</u>: Six to Eleven Years Physical and Cognitive Development Social and Emotional Development	Chapters 9 & 10 (Quiz 7) *Journal Entry #3: Post to BB*
Class 9: Oct.29	<u>Adolescence</u>: The Transition to Adulthood Physical and Cognitive Development Social and Emotional Development	Chapters 11 & 12 (Quiz 8) *Brief Research Report: Post to BB & bring a hard copy for peer critique*
Class 10: Nov. 5	<u>Early Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapter 13 & 14 (Quiz 9) *Journal Entry #4: Post to BB*
Class 11: Nov. 12	<u>Middle Adulthood</u> Physical and Cognitive Changes Emotional and Social Development	Chapters 15 & 16 (Quiz 10)
Class 12: Nov. 19	<u>Late Adulthood</u> Physical and Cognitive Development Social and Emotional Development	Chapters 17 & 18 (Quiz 11)
Nov. 26	*No class -- Thanksgiving holiday*	
Class 13: Dec. 3	Class Presentations	*Field Experience Presentation*
Class 14: Dec. 10	Wrap up	*Field Experience Report: Post to BB*
Class 15: Dec. 17 4:30-7:15 p.m.	<u>The End of Life</u>	Chapter 19 (Quiz 12)