

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

College of  
EDUCATION HUMAN DEVELOPMENT 



Promoting Learning  Development Across the Lifespan

EDUC 372-002 23687  
Human Development and Learning: Secondary Education  
3 credits  
Spring Semester 2016

Instructor: Karen Banks, Ph.D  
Day and Time: Tuesday, 7:20-10:00  
Class Location: Thompson L019  
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Office Hours: By appointment

**Required Textbooks:**

Woolfolk, A.E. (2010) *Educational psychology* (12th ed). Upper Saddle, NJ: Merrill.  
(A.W.)

Ormrod, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*.  
Upper Saddle River, NJ: Prentice Hall. (O & M)

Other articles and handouts will be posted on-line on Bb. The site for our course is at  
<http://mymasonportal.gmu.edu>.

**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 Delivery**

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**

<b>Course Objectives</b>	<b>Conceptual Framework Core Values</b>
<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>

<b>Course Objectives</b>	<b>Conceptual Framework Core Values</b>

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

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## 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 (including Bb assignments) 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 as **hard copy** on the date due. If you are absent you need to make arrangements to get the assignment to the instructor. There is a 20% late penalty for late assignments, unless arrangements have been made, at the discretion of 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

<http://oai.gmu.edu/honorcode/><<http://oai.gmu.edu/honor-code>> . Students must 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 and should include use of power point to present information. The power point should be sent to the instructor at least a day 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 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, Burned, Birthmarked.*

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 composite description of a typical adolescent that may be encountered in a general education classroom. 1) Students will describe the physical,

social/emotional and cognitive/language development of the adolescent, and resources available in the home, school and community. 2) Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. 3) Teaching strategies for meeting the needs of the adolescent within a classroom will be described. 4) 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 for each set of strategies (six references total) **and** the textbook, in APA format. (30 points)

## **6. Bb assignments**

Students will participate in two Bb discussions (out-of-class) that will involve 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 explore, on Bb, suggested strategies for becoming aware of issues adolescents may be facing and how to relate to adolescents in a classroom setting. All students will read the discussion board posts and be prepared to discuss in class. (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](http://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 through a:

#### *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://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>).

#### PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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

#### 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](mailto: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

beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to **access the ODS.**

### **SPECIAL ATTENTION**

Please turn off cell phones and/or pagers while in the classroom.

Please activate your GMU account. All correspondence will be through your account

All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources

Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with the advanced knowledge and pre-approval of the professor.

Cell phones, pagers, and other communicative devices should be 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 your participation grade.

### **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**

Date

Topic/Assignments

1/19 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

1/26 Research in Development and Cognitive Development  
Discussion of Case Study 40 O & M  
Form groups for presentations and schedule  
Assignment: Read Ch 3, 4 & 11AW and Case Studies 24  
and 48 O & M

2/2 Meet at GatewayLibrary  
Use of databases orientation  
Explore peer-reviewed articles for posting on Bb  
Upstairs classroom  
Assignment: Read Case Study 37 O & M

2/9 Self, Social and Moral Development  
Learner Differences, Social Cognitive Learning  
Discussion of Ch 3, 4 & 11AW  
Discussion of Case Studies 24 & 48 O & M  
Group Presentation (Ch 11)  
Assignment: Read Ch 6 AW and Case Study 25 O & M

2/16 **Out of Class Bb assignment Part I: Summarize a research article on a topic related to adolescent development and post on Bb by midnight 2/16. This posting will be used for class discussion on 2/23 so read other posts.**

### **3/8 Spring Break**

3/15 Behavioral and Cognitive Views of Learning  
Discussion of Ch 7 & 8 AW and Case Study 12 O & M  
Group Presentation (Ch 7)  
Assignment: Read Ch 10 AW and Case Study 26 O & M

3/22 **Out of Class Assignment on Bb (Part II)  
Post summary of presentation by Dr. George Banks on YouTube (all three parts) and three suggested strategies to apply points presented.  
Post by midnight 3/22 on Bb.**

3/29 Review other posts to be prepared for class discussion  
Learning through Constructivism  
Discussion of Ch 10 AW and Case Study 26 O&M  
Group Presentation (Ch 10)  
Assignment: Case Study 41 O & M

**Field Assignment #1 DUE**

- 4/5      Guest Speaker, Dr. George Banks  
Case Study 41 O & M  
Assignment: Read Ch 13 and 14 AW, Case Study 47 O & M
- 4/12     Creating Learning Environments and Teaching Strategies  
Discussion of Ch 13 and 14 AW and Case Study 47 O&M  
Group Presentation (Ch 13)  
**Field Assignment #2 DUE**
- 4/19     Teaching Adolescents in the real world  
**Application Project**  
**Class Evaluations**
- 4/26     Wrap Up Review of Goals for Semester  
Return of Projects

**EDUC 372/672 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT**

<p><b>Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human Growth and Development</b></p>	<p><b>Does not meet Expectations (0 points)</b></p>	<p><b>Approaching Expectations (1 point)</b></p>	<p><b>Meets Expectations (2 points)</b></p>	<p><b>Exceeds Expectations (3 points)</b></p>
<p><b>Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional and cognitive language development and home/school community resources</b></p>	<p>Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development</p>	<p>Includes only two of the following characteristics physical, social/emotional, and cognitive language development</p>	<p>Includes all required characteristics of whole adolescent but not the home/school/community context</p>	<p>Includes all required characteristics of whole adolescent and home/school/community context child lives in</p>
<p><b>Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values and goals</b></p>	<p>Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references</p>	<p>Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references</p>	<p>Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.</p>	<p>Includes strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text</p>

EDUC 372  
Name:

Rubric

Novel Analysis

\_\_\_\_/4 Describe characteristics of adolescent development presented in textbook

\_\_\_\_/3 Describe how adolescent development is portrayed in the novel

\_\_\_\_/4 Describe strategies for meeting developmental needs in a classroom using  
the novel

\_\_\_\_/4 Present analysis in a five-page paper in APA format with references

Total: /15

EDUC 372  
Name:

Rubric

Analysis of Case Study

\_\_\_ / 4 Describe physical, social/emotional and cognitive development

\_\_\_ / 3 Describe adolescent motivation

\_\_\_ / 4 Describe classroom strategies that would engage adolescents in classroom learning

\_\_\_ / 4 Analysis is three-five pages long with at least two supporting references for the case study

Total: /15

Comment:

EDUC 672/372 Rubric  
Names of presenters:

## Group Presentation

\_\_\_\_/5 Five scholarly references in APA format

\_\_\_\_/7 Description of the theory

\_\_\_\_/5 Interactive activity that demonstrates application in the classroom

\_\_\_\_/3 Use of PowerPoint to make presentation

Total: /20 points

Comments:

EDUC 672/372

Rubric

Bb assignments

Name:

\_\_\_\_/2.5 Summarize data-based, peer-reviewed research article and post by deadline

\_\_\_\_/2.5 Present at least one strategy for determining issues adolescents may experience and at least one strategy for relating to adolescents in a classroom setting

Total: /5



EDUC 672/372 Rubric Bb assignment Part II

Name:

View video of Dr. George Banks on YouTube

\_\_\_\_ 2.5 Summarize the main points of Dr. Banks' presentation

\_\_\_\_ 2.5 Describe three implications for teaching diverse students, based on points made in the video presentation.

Total: /5