

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 302.004 Human Growth and Development
3 Credits, Fall 2017
Thursday/ 4:30 – 7:10 pm
MTB 1004, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog 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 the course. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

Berk, L. (2014). *Exploring lifespan development* (3rd ed.). Boston, MA: Pearson. ISBN: 9780205957385

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Supplemental materials will be posted on the Blackboard website.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Quiz 1 (Chapters 1 through 3)	September 14	7
Quiz 2 (Chapters 4 through 6)	September 28	7
Quiz 3 (Chapters 7 through 10)	October 26	7
Quiz 4 (Chapters 11 through 14)	November 9	7
Quiz 5 (Chapters 15 through 19)	December 7	7
Article Share Prenatal Development, Birth & Newborn, or Toddlerhood Early Childhood or Middle Childhood Adolescence or Early Adulthood Middle Adulthood, Late Adulthood, or Death and Dying	September 21 September 28 October 26 November 16	10
Brief Research Report	November 2	20
Field Experience Portfolio <i>Part 1: Pre-Observation Plan (1 point)</i> <i>Part 2: Post-Observation Record (4 points)</i> <i>Part 3: Report (10 points)</i> <i>Part 4: Presentation (5 points)</i>	September 21 November 30 November 30 November 30 and December 7	20
TOTAL		100

• **Grading**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79
D = 60 – 69 F = < 60

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.

• **Assignments and/or Examinations**

Quizzes (35 points)

Students will complete five quizzes (7 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple choice responses, short essays, and other test items.

Development Quiz 1 Following Chapters 1-3 (7 points)	<ul style="list-style-type: none"> • History, Theory, and Research Strategies • Genetic and Environmental Foundations • Prenatal Development, Birth, and the Newborn Baby
Development Quiz 2 Following Chapters 4-6 (7 points)	<ul style="list-style-type: none"> • Physical, Cognitive, Emotional and Social Development in Infancy and Toddlerhood
Development Quiz 3 Following Chapters 7-10 (7 points)	<ul style="list-style-type: none"> • Physical, Cognitive, Emotional and Social Development in Early Childhood • Physical, Cognitive, Emotional and Social Development in Middle Childhood
Development Quiz 4 Following Chapters 11-14 (7 points)	<ul style="list-style-type: none"> • Physical, Cognitive, Emotional and Social Development in Adolescence • Physical, Cognitive, Emotional and Social Development in Early Adulthood
Development Quiz 5 Following Chapters 15-19 (7 points)	<ul style="list-style-type: none"> • Physical, Cognitive, Emotional and Social Development in Middle Adulthood • Physical, Cognitive, Emotional and Social Development in Late Adulthood • Death, Dying, and Bereavement

Article Share (10 points)

Students will select a peer-reviewed journal article from a variety of human growth and development topics provided by the instructor. The article share activity will take place during four predetermined class sessions. Students will sign up for one of the four presentation dates.

For their assigned session, students will be responsible for the following:

- Bringing five copies of the completed (typed) Article Share layout sheet to share with their classmates (Article Share layout sheet is on Blackboard),

- Submitting a copy of their article share layout sheet to Blackboard 24 hours prior to their presentation, and
- Presenting the article information and facilitating a reflective discussion with a small group of peers on the selected topic.

Brief Research Report (20 points)

This assignment allows students to pursue a topic of their choice and conduct some basic research on the topic. The topic can be anything they are interested in that relates to the content of the course.

Using the research skills demonstrated by the education librarian Anne Melville (adrisco2@gmu.edu) or by the instructor, students are to find at least three scholarly, (peer-reviewed) journal articles (including at least 1 empirical-research article) that cover their topic of interest that have been published in the past decade. Students are to submit electronic copies (no links) of the articles for instructor approval prior to writing the paper. The paper should include a literature review, summary and synthesis of relevant research (the research articles chosen for the paper), and reflection guided by the following questions:

- How is the topic situated in the field of lifespan development? Specifically,
 - What developmental period is emphasized?
 - What theoretical perspectives inform the research? (Vygotsky, Piaget, Freud, Erikson, etc.)
 - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- How is this information helpful for practitioners?
- How is this information relevant for the general population?

Students will summarize current, pertinent research from the course textbook, class discussions, and other course materials, which may be supplemented with other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The paper will be five to six double-spaced pages plus title and reference pages.

Field Experience Portfolio (20 points)

Students will compile a Field Experience Portfolio based on a 10-hour field observation in a school or alternative educational setting. Students should work through CEHD's field experience coordinator (fieldexp@gmu.edu) to find a site and/or register their site in the database. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online "Field Experience Request Form." On the form they will be asked to indicate how their placement will be arranged. **They should arrange their field experience with the field experience coordinator as soon as possible.** If this is a concern, please see the instructor immediately.

Part 1: Pre-Observation Plan (1 point)

Prior to the observation, students will submit a pre-observation plan that includes (a) information about the placement (e.g., school, age/grade level, teacher, etc.) and (b) a one-page, double-spaced reflection on what they expect to learn from engaging in this field experience.

Part 2: Post-Observation Record (4 points)

Students will submit a post-observation record that includes the following:

- a. A completed field experience documentation form signed by the teacher/supervisor,
- b. A log briefly describing the learning experiences observed during the observation period. For example:

Day	Time	Description	Hours
Monday	8:15-8:30	Morning Meeting (discussed Love of Learning and sang greeting song)	0.25
Monday	8:30-10:00	Language Arts (Literacy Centers, Guided Reading)	1.5
Wednesday	8:15-8:30	Morning Meeting (watched and discussed video about Love of Learning and sang greeting song)	0.25
		Etc....	
	Total Hours		10

Part 3: Report (10 points)

The final Field Experience Report should be one document that includes the following:

- a. A description of what was observed (lessons, activities, methods, materials, assessments, etc.) and how these things supported students’ physical, cognitive, and social-emotional development;
- b. A discussion of relevant theories/concepts of development regarding how the students’ physical, cognitive, and social-emotional needs were supported by the learning environment; and
- c. An appendix of artifacts (e.g., field notes, pictures of learning environment, anonymous student work samples, etc.) that support observations captured during the field experience.

In the final report, students will cite current research from the course textbook, class discussions and other course materials, which may be supplemented by other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The full report should be four to five double-spaced pages plus separate title, reference, and appendix pages.

Part 4: Presentation (5 points)

Students will spend a significant portion of the semester observing and reflecting on their field experience. Because everyone’s experience will be different, students can learn from each other. Students will present their experiences in their field placement to the class. Students may use PowerPoint or other materials to convey their presentation. Presentations will be approximately 5 minutes.

- **Other Requirements**

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 (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Stow cell phones and use computers for note-taking purposes only.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

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 website 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.

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

Professional Dispositions

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

Class Schedule

DATE	TOPIC	ASSIGNED READING	WORK DUE
8/31 Week 1	<u>Review syllabus</u> <u>Introduction and Overview</u> <u>History, Theory, and Research Strategies</u>	Chapter 1	
9/7 Week 2	<u>Biological & Environmental Foundations</u> <u>Prenatal, Birth, and Newborn</u>	Chapter 2 Chapter 3	
9/14 Week 3	<u>Infant & Toddler Physical Development</u> <u>Infant & Toddler Cognitive Development</u>	Chapter 4 Chapter 5	Quiz 1
9/21 Week 4	<u>Infant & Toddler Emotional & Social Development</u>	Chapter 6	Article Share Group 1 Field Experience Pre-Observation Plan (Part 1) due on Blackboard
9/28 Week 5	<u>Early Childhood Physical & Cognitive Development</u> <i>Library Research Session</i>	Chapter 7	Come prepared with at least one topic you are interested in researching for your research report. Quiz 2
10/5 Week 6	<u>Early Childhood Social & Emotional Development</u>	Chapter 8	
10/12 Week 7	<u>Middle Childhood Physical & Cognitive Development</u>	Chapter 9	Article Share Group 2

10/19 Week 8	<u>Middle Childhood Emotional & Social Development</u>	Chapter 10	Bring Hard Copy of Research Paper Draft for Peer Review
10/26 Week 9	<u>Adolescent Physical & Cognitive Development</u> <u>Adolescent Emotional & Social Development</u>	Chapter 11 Chapter 12	Quiz 3 Article Share Group 3
11/2 Week 10	<u>Early Adult Physical & Cognitive Development</u> <u>Early Adult Emotional & Social Development</u>	Chapter 13 Chapter 14	Final Research Report Due on Blackboard
11/9 Week 11	<u>Middle Adult Physical & Cognitive Development</u> <u>Middle Adult Emotional & Social Development</u>	Chapter 15 Chapter 16	Quiz 4
11/16 Week 13	<u>Late Adult Physical and Cognitive Development</u> <u>Late Adult Emotional & Social Development</u>	Chapter 17 Chapter 18	Article Share Group 4
<u>Thanksgiving Holiday: No Class This Week ☺</u>			
11/30 Week 14	<u>Death, Dying, & Bereavement</u>	Chapter 19	Field Experience Report and Field Experience Record due on Blackboard (Part 2 and Part 3) Field Experience Presentations (Part 4) Day 1
12/7 Week 15	<u>Review</u>		Field Experience Presentations (Part 4) Day 2 Quiz 5

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.